UNIVERSITY OF ALBERTA

THE HOMESTAY EXPERIENCE: ITS LINGUISTIC AND CULTURAL EFFECTS

BY

A. ERIN CREALOCK

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the requirement for the degree of MASTER OF EDUCATION.

IN

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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled THE HOMESTAY EXPERIENCE: ITS LINGUISTIC AND CULTURAL EFFECTS submitted by A. ERIN CREALOCK in partial fulfillment of the requirements for the degree of MASTER OF EDUCATION.

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Date: Sept. 23, 1993.

DEDICATION

This study is dedicated to the nineteen students who participated in the 1991-92 homestay program in rural Alberta and who so willingly shared their experiences and insights. *Gambatte kudasai!*

ABSTRACT

This study addresses the question of how the homestay experience affects the aural/oral English language skills, cross-cultural awareness and personal development of high school-aged participants. Nineteen Japanese homestay students who attended rural Alberta high schools and lived with host families through an organized homestay program completed listening and speaking tasks, and personal interviews at intervals during the 1991-92 school year.

The results showed that most aspects of the students' listening and speaking skills improved significantly. Students remained positive about the English language and its study, and Canadians and their lifestyles and culture. They became aware of the similarities and differences between Canada and Japan and began to think critically about the ways of life in each country. The students also experienced and recognized their personal development and in addition their plans for the future became more focused. Students felt that they had learned many things about language, culture and themselves.

Although the homestay experience had positive effects on the students' aural/oral language proficiency, cross-cultural awareness and personal development, they felt that the agencies administering the program did not offer them enough information or support to help them prepare for the homestay.

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"A journey of a thousand miles begins with a single step".

TABLE OF CONTENTS

CHAPTER ONE: INTRODUCTION TO THE RESEARCH QUESTION 1

1.1 Background 1

1.2 Research Questions 2
1.2.1 Problem Statement 2
1.2.2 Subproblems 3

1.3 Definitions 3

1.4 Scope of the Study & Delimitations 4

1.5 Limitations of the Study 5

1.6 Assumptions 5

1.7 Summary 5

CHAPTER TWO: REVIEW OF THE LITERATURE 6

2.1 Introduction 6

2.2 Background to Educational Travel 7

2.3 Homestays 8

2.4 Japanese Schooling 9

2.5 The Study of English in Japan 13

2.6 Experiential Learning 15

2.7 Personal Development 17

2.8 Cultural Adaptation 19
2.8.1 Cultural Preconceptions 20
2.8.2 Acculturation 21
2.8.3 Cross-Cultural Awareness 23
2.8.4 Possible Problem Areas 25
2.8.5 Culture Shock 26
2.8.6 Re-Entry Issues 26
2.8.7 Language and Culture 28
2.8.8 Communicative Style 28

2.9 Second Language Acquisition 29
2.9.1 English Language Testing 31
2.9.2 Attitudes And Motivation In Language Learning 32

2.10 Goals of Homestay Programs 35
2.10.1 Administration Of Homestay Programs 35
2.10.2 Maximizing The Effects Of Study Abroad 36
2.10.3 Mombusho Guidelines 37

2.11 Summary 39

CHAPTER THREE: THE STUDY **40**

3.1 Introduction 40

3.2 The Homestay Program 40

3.3 Student Profiles 41

3.4 Issues in Methodology: Quantitative Versus Qualitative 44

3.5 Procedure for the Study 45
3.5.1 Listening Comprehension 45
3.5.2 Oral Skills 45
3.5.3 Interviews 46

3.6 Ethics 47

3.7 Summary 47

CHAPTER FOUR: RESULTS **49**

4.1 Introduction 49

4.2 Language Development 49
4.2.1 Results of the Listening Task 49
4.2.2 Results of the Speaking Task 51
Use of Articles 52
Use of Plurals 52
Use of the Past Tense 53
Self Correction 53
Mean Length of Utterance 53
Native-like Expressions 54

4.2.3 Self Rating of Language Skills and Improvements 55
Self Ratings Scale 55
Understanding/Listening 55

Speaking 56
Reading 56
Writing 56
Changes 56
4.2.4 Motivation 57

4.3 Development of Cross-Cultural Awareness 66
4.3.1 Attitudes to the English Language and Its Study 66
4.3.2 Entertainment 75
Movies 75
TV 76
Music 77
Radio 77
Entertainment 77
4.3.3 School 78
4.3.4 Views on English 80
4.3.5 Knowledge About the Host Country 90
4.3.6 Attitudes Toward the Host Country 93
4.3.7 Attitudes Towards the Host People 98
4.3.8 Attitudes Towards the Host Lifestyle/Culture 105
4.3.9 Cultural Reflections 108
4.3.10 Re-entry 110

4.4 Personal Development 113
4.4.1 Change 113
4.4.2 Vocation/ Life Plan 115
4.4.3 Feelings 117

4.5 Program 117

4.6 Summary 122

CHAPTER FIVE: DISCUSSION & CONCLUSIONS 123

5.1 Introduction 123

5.2 Language Development 124
5.2.1 Listening Skills 124
5.2.2 Speaking Skills 124
5.2.3 Self Rating of Language Skills 125
5.2.4 Motivation 125
5.2.5 Experiential Learning 127

5.3 Cross-Cultural Awareness 127
5.3.1 Attitudes Towards the English Language and Its Study 128
5.3.2 Views On English 128
5.3.3 Knowledge About Canada 130

5.3.4 Attitudes Towards Canada 130
5.3.5 Attitudes Towards Canadians 131
5.3.6 Attitudes Towards Canadian Lifestyle/Culture 132
5.3.7 Cultural Reflections 132
5.3.8 Re-Entry 133
5.3.9 Experiential Learning 134

5.4 Personal Development 134
5.4.1 Change 134
5.4.2 Vocation/Life Plan 135
5.4.3 Feelings 135

5.5 Program 136

5.6 Implications For Homestay Programs 138
5.6.1 Recommendations For Homestays 138
Schools 138
Students 139
Host Families 141
5.6.2 Mombusho Guidelines 142

5.7 Reflections Of Reseacher 143

5.8 Suggestions For Further Research 144

5.9 Conclusions 145

REFERENCES 147

APPENDIX A: COMPOSITE INTERVIEW 151

APPENDIX B: PERMISSION LETTERS AND FORM 157

LIST OF TABLES

Table 4.1	*T*-Test of Articles in Obligatory Contexts in Rounds 1 and 3	52
Table 4.2	*T*-Test of Plurals in Obligatory Contexts in Rounds 1 and 3	52
Table 4.3	*T*-Test of the Past Tense in Obligatory Contexts in Rounds 1 and 3	53
Table 4.4	*T*-Test of Self Correction in Rounds 1 and 3	53
Table 4.5	*T*-Test of Mean Length Of Utterance in Rounds 1 and 3	54
Table 4.6	Self Ratings Scale	55
Table 4.7	Understanding/Listening	55
Table 4.8	Speaking	56
Table 4.9	Reading	56
Table 4.10	Writing	56
Table 4.11	Whose idea was it for you to come on this program?	57
Table 4.12	What do you want to learn/else do you want to learn?	57
Table 4.13	What have you learned?	58
Table 4.14	What is the best way for you to learn something?	59
Table 4.15	Why do you want to learn English?	60
Table 4.16	Do you want to learn more reading/writing/ speaking/listening?	60
Table 4.17	How will you learn more English back in Japan?	61
Table 4.18	What are the advantages of knowing English?	62
Table 4.19	What are the disadvantages of not knowing	

	English?	63
Table 4.20	How did you keep up with your classes?	64
Table 4.21	Have your strategies or personal ways to learn English changed since you came to Canada?	64
Table 4.22	Will you use new ways/strategies to learn English back in Japan? Which ones?	65
Table 4.23	Do you like to study English? Why?	66
Table 4.24	Do you like to speak English? Why	68
Table 4.25	Do you like to listen to English? Why?	70
Table 4.26	Do you like to read English? Why?	71
Table 4.27	Do you like to write English? Why?	73
Table 4.28	Do you like/watch/listen to English movies/TV/ music/radio? Does it help you learn English? How?	75
Table 4.29	What are your favourite subjects at school in Canada? Why?	78
Table 4.30	Which class helps you most with your English? Why?	79
Table 4.31	Do you agree with compulsory study of English In Japanese high schools?	81
Table 4.32	Do you think that learning English will help you In the future? How?	83
Table 4.33	Will knowing English help you to understand English-speaking people and their way of life Or culture? How?	84
Table 4.34	Will knowing English make you a better educated person? How?	87
Table 4.35	Has your idea about what is important about learning English changed since you came to Canada?	89
Table 4.36	Why did you choose Canada?	90

Table 4.37	Did you learn about Canada at school in Japan?	91
Table 4.38	How did you learn about Canada in Japan?	91
Table 4.39	What did you learn about Canada this year?	92
Table 4.40	What will/do/did you like about living in Canada?	93
Table 4.41	What will/do/did you not like about living in Canada?	94
Table 4.42	What will/do/did you miss about Japan?	95
Table 4.43	Will you miss Canada? What will you miss about Canada?	96
Table 4.44	How do you feel about leaving Canada? How do you feel about going back to Japan?	96
Table 4.45	Would you like to come back to Canada? Why?	97
Table 4.46	For how long would you like to come back to Canada?	97
Table 4.47	How will you/did you meet people?	98
Table 4.48	Tell me about Canadian people.	99
Table 4.49	Tell me about Canadian students.	101
Table 4.50	Tell me about Canadian teachers.	103
Table 4.51	Tell me about Canadian family life.	105
Table 4.52	Tell me about Canadian schools.	106
Table 4.53	Did you experience any prejudice in Canada? Would you like to tell me about it?	108
Table 4.54	Do you think that there is prejudice in Japan? Tell me about it.	109
Table 4.55	How do you feel about intercultural friendships or boy/girl relationships or marriages now?	110
Table 4.56	Will you be in the same school when you go	

	back to Japan? Will you be in the same grade when you go back to Japan? How do you feel about this?	110
Table 4.57	Will spending this year in Canada help you or hurt you with school in Japan? How?	112
Table 4.58	Will you/did you change this year? How? Do you think your friends and family in Japan will notice? How?	113
Table 4.59	Do you have a plan for the future? What is it?	115
Table 4.60	Has coming to Canada changed your plans for the future? How?	116
Table 4.61	Has coming to Canada changed your plans for university? How?	116
Table 4.62	You will live here for one year/six more months. When you think about living in a foreign culture with English everywhere, how do you feel?	117
Table 4.63	What advice would you give to other students who might want to go on a program like this, for being a homestay student and for learning English?	118
Table 4.64	How do you/did you feel about being the only/ not the only Japanese student at your school?	119
Table 4.65	Did you have enough information about this program?	121
Table 4.66	Did the orientation in Edmonton help? How?	121

LIST OF FIGURES

Figure 1 Mean Listening Scores Over Time 51

CHAPTER ONE: INTRODUCTION TO THE RESEARCH QUESTION

1.1 BACKGROUND

In Japan, English is recognized both as the international language of business and an element of access to higher education, so its study is a common pursuit. Students begin formal English study in grade seven where teaching focuses on reading and writing, and grammar is heavily emphasized. English is compulsory, or highly recommended until grade twelve. Many students seek private English instruction in addition to their school studies, or even before they begin junior high school. Cram schools called *juku* are very popular. However, many students are still dissatisfied with their level of spoken English, and may never have been exposed to native speakers of English.

In recent years Japanese students and adults have been taking part in homestay programs with the intention of improving their oral/aural English. A homestay involves travelling to an English speaking country for a few weeks, or even for a full school year, to live with an English speaking family. There the Japanese learners are submersed in the language and culture. During the homestay, students often attend additional English classes, or regular schools. "Ideally, the purpose of the homestay is to immerse the student in the host culture. These experiences have been the object of some research investigation... Some attitude change did seem to be evident after the homestays. More work is needed in this area" (Hull, 1981, p.72). One source for more research is a program offered for teenagers and young adults in Canada by the American based nonprofit organization, the Cultural Homestay Institute.

1.2 RESEARCH QUESTIONS

Participation in homestay programs is increasing and Canada is a popular destination because of its perceived safety, beauty and clarity of English. Programs are usually expensive and involve much time and effort on the part of the administering agencies, and all participating families and students. Little empirical information is available on the linguistic or cultural gains, if any, for the students involved. If language acquisition and cultural awareness are goals of the learners and the administering agencies, then these goals should be addressed as comprehensively as possible. The students should be offered a high quality experience enabling them to acquire cultural understanding as well as aural and oral English skills. Examining the cultural and linguistic gains of homestay students over a one year period points out the role of such programs in facilitating cultural

awareness and language learning. The broad goal of internationalization is often cited as a reason for programs such as homestays. Experiences with other languages and other cultures are elements of an international experience, if not internationalization. This study identifies the contribution homestay programs make to the cross-cultural and English language education of Japanese high school students by examining information elicited from the students in language tasks and interviews.

1.2.1 Problem Statement

How does the homestay experience affect the development of English listening and speaking skills, cross-cultural awareness, and personal development in Japanese high school aged participants?

1.2.2 Sub Problems

1) How does the homestay experience affect listening skills?
2) How does the homestay experience affect speaking skills?
3) How does the homestay experience affect cross-cultural awareness in terms of attitudes towards the English language and learning English?
4) How does the homestay experience affect cross-cultural awareness in terms of attitudes to English-speaking Canadians and their lifestyles?
5) How does the homestay experience affect the personal development of the learner?

1.3 DEFINITIONS

CHI - the Cultural Homestay Institute

cross-cultural awareness - the development of, or change in attitudes towards the people and their ways of life, and the language and its study, in a country with a different language, heritage or history than one's own.

EFL - English as a foreign language

ESL - English as a second language

homestay - an organized program in which people wanting to learn or improve English skills travel to an English speaking country to live with a family, for a few weeks or, in a long range program, a full school year. Room and board are provided by the family, often free of charge. The homestay participant is expected to live the lifestyle of the family. An organizing group may offer English classes and cultural activities for the homestay participants. In long range programs, s students attend regular schools within the host environment.

language proficiency - the ability levels attained and demonstrated in the skill areas of reading, writing, speaking and listening in a language. Proficiency levels may vary from skill to skill.

submersion - occurs when a learner is surrounded by the second language in formal instructional situations, and in day to day life, with little or no opportunity to use the first language. Learners are expected to function among native speakers.

TOEFL - Test of English as a Foreign Language

WYS - World Youth Services

1.4 SCOPE OF THE STUDY & DELIMITATIONS

This study examines the development of aural/oral English language skills and cross-cultural awareness in Japanese homestay students sojourning in Canada for one year. Included in this study are measurements of the homestay students' aural/oral gains in English as determined by a listening task and by linguistic analysis of speech samples. Reading and writing skills in English were not examined. Student attitudes regarding English and its study, English speaking Canadians and their lifestyles, and the students' perceptions of their personal development were assessed by repeated interviews with the students at various stages of their experience. Cross-cultural considerations were assumed to be closely tied to language learning. No students other than those from the 1991/92 Edmonton based Cultural Homestay Institute long term group from Japan were included in this study.

1.5 LIMITATIONS OF THE STUDY

This study has some limitations. One is that variations in the host families or schools certainly accounted for individual differences in student development. Results of this study are not applicable to short term homestay groups, or groups from another culture. The interview process may have generated more student reflection on language, culture and personal development than otherwise would have happened.

1.6 ASSUMPTIONS

This study was based on certain assumptions. First, it was assumed that students were submersed in Canadian culture and the English language during their homestay. Next, it was assumed that all those students involved in the homestay experience co-operated by giving accurate information to the researcher. It was also assumed that oral and

aural language skills and gains can be measured by listening tasks and linguistic analysis. Moreover, it was assumed that cross-cultural awareness, including attitudes toward the English language, English language study, Canadian English speakers and Canadian English speakers' ways of life can be assessed across time through interviews.

1.7 SUMMARY

The value of this study lies in the fact that it is an exploration into the effectiveness of an increasingly popular yet little analyzed type of educational travel. The next chapter reviews the literature relevant to various research elements of this study designed to determine the effects of the homestay experience on the aural/oral English language skills, cross-cultural awareness, and personal development of Japanese young people who spent a year in Alberta. Subsequent chapters describe the methodology of the study, the findings of the study and the implications of these findings for homestay programs.

CHAPTER TWO: A REVIEW OF THE LITERATURE

2.1 INTRODUCTION

This chapter puts the homestay experience into perspective through an exploration of literature related to culture, language and personal development. Several aspects of educational research touch upon issues related to the homestay experience. Background information on educational travel and the educational system in Japan, including the teaching of English, serves as a starting point from which to investigate those who travel in the pursuit of learning. The study of English in Japan and the students' general concept of schooling may affect their expectations and preparedness to learn either formally or informally in their new environment. Homestays are situated in countries where the language being studied is a component of a predominant culture so there are cultural considerations to be acknowledged. Cross-cultural awareness and cultural adaptation may be by-products of this submersion experience. Experiential learning, culture shock and re-entry adjustments are also a part of the homestay process. Second language acquisition theory has a place in explaining the formal and informal learning of English before, during and after the homestay experience. Consequently testing research applies to evaluation of the language learned. Attitudes and motivations may factor into the linguistic and cultural growth experienced during the homestay. The structure and goals of the homestay program itself will influence the quality of the learning experience. The homestay experience, like any other educational experience, can be examined through a broad range of theory and practice in education.

2.2 BACKGROUND TO EDUCATIONAL TRAVEL

The individual pursuits of education and travel, as well as travel for educational purposes, have been practiced for many years. It is the degree of formality and the variety of experience which have changed and multiplied as our world becomes smaller through advances in technology. Travel itself is considered to be educational in many ways. Language learning often occurs concurrently, either formally through direct inquiry and study, or informally through interaction with speakers of other languages.

In their 1992 book, Students Abroad: Strangers at Home, Kauffmann, Martin, and Weaver examine a large body of research regarding the effects of study abroad on university students. The main features of this research are illustrated by anecdotal information from interviews with overseas students. The two key variables found to influence the degree to which

study abroad affects students were the students' maturity and the extent to which they were immersed in the host culture. The three major areas of impact of study abroad on the students were found to be intellectual development (including language learning), expanded international perspectives, and personal development. Student perceptions of the host culture and their understanding of it, the way they perceived their own culture and their global understanding all underwent change. Personal development was measured in various ways in the studies reviewed, and the results were somewhat contradictory in that interview methods revealed more evidence of personal change than did survey methods. The authors propose that education is a process of change through assimilation and accommodation, and recommend steps to increase the effectiveness of study abroad programs at post-secondary institutions. Although this book focuses on university students, its findings guide the examination of the experience of homestay students at the secondary level.

For many years countries have sent university students to other lands with the express purpose of having them study formally in a particular subject area. The path expected of foreign university students is that they will return home to share their knowledge and skills. In more recent years students from a wide range of ages have been travelling outside their home countries for varied lengths of time and various purposes. They travel as individuals or groups. They stay in public accommodation or private homes. Many schools, particularly junior or senior high schools, organize travel groups for students who are tourists in a foreign country depending on teacher expertise and tour guides to shape their experiences. Other schools or service organizations arrange exchange groups, where students travelling to another area or country are housed in the homes of host families. The travellers may later reciprocate the hospitality and accommodate their former hosts as guests.

2.3 HOMESTAYS

The practice of housing travellers in a family situation is known as a homestay, and has evolved from other types of travel into a unique educational travel experience. Often the goals of the homestay program include international understanding and foreign language development. (CHI, 1989) In the case of Japanese homestay travellers, the most sought after international experience is in the western world, and the desired foreign language is English. "Living with a host family often provides the kind of experiences that help students assimilate into the foreign culture and see culture from the inside. ...Students we interviewed often mentioned their host families as the most important factor in helping them integrate into the culture" (Kauffmann, Martin, & Weaver, 1992, p.64). The role of homestays in language acquisition is not so distinctly acknowledged. Although homestays are mentioned in some study abroad research,

literature on homestay programs as a specific phenomenon is sparse. Therefore, the material reviewed in this section brings a global perspective to the research question of how the homestay experience relates to the cross-cultural, English language, and personal development of Japanese participants of high school age.

2.4 JAPANESE SCHOOLING

Like its Canadian counterpart, the Japanese system of schooling includes kindergarten, six years of elementary school, three of junior high and three of senior high, after which various types of post secondary education are available. Beyond that there are many differences in the Japanese system compared to our own. The Ministry of Education, Science and Culture, known as the Mombusho, has control over all educational matters in Japan. "Very little that occurs in Japanese education takes place without the knowledge and approval of the educational bureaucrats in the Mombusho. This, its supporters argue, ensures high, uniform standards in every school from Okinawa to Hokkaido, while critics contend that such control inhibits innovation and discourages creativity" (Beauchamp and Rubinger, 1989, p.120). Throughout the educational system uniformity and the importance of the group are emphasized over the individual, and exams are written to enter the next level of education rather than exit the last one. Amano (1989), in describing problems in the Japanese educational system, says "The 'examination hell', as it is known today, existed in Japan as early as the 1920's, but the cause was not to enter higher grades or graduate, but rather to gain entrance to schools and universities" (p. 112). The school year follows the fiscal year, beginning on April 1 and ending on March 31. There are short holidays in the summer, winter and spring. Beauchamp and Rubinger (1989) report that 96% of students who finish junior high school, which is compulsory, go on to senior high school, which is not. Public and private high schools charge tuition fees at the secondary level.

> Approximately two-thirds of upper-secondary school students attend general education, academic high schools designed to prepare them for university entrance examinations. The rest tend to cluster in more specialized vocational programs (technical education, agriculture, commerce, domestic arts, etc.). The common upper-secondary school curriculum includes Japanese language, social studies, mathematics, science, music, fine arts, domestic arts, foreign languages and physical education. (Beauchamp and Rubinger, 1989, p.123)

The major foreign language studied is English, which is compulsory and forms a portion of the entrance exams to university. However, "It is not the content of the entrance exams but the intense experience of exam preparation that is believed to strengthen an individual's moral fiber" (Singleton, 1989, p.11). Once into university, "examination hell" is over and students generally live a more relaxed life, knowing that they will be hired for

a job on the basis of which university they have gained entrance to, rather than their academic achievement or their field of study there.

Going to a high status senior high school enhances a student's chances of getting into a university and a degree from the 'right' university may decide an entire career in later life. The number of university places available is far below the number of applying students, and applicants are not allowed to apply to more than two universities at any one time. Entrance examinations to both senior high schools and to universities therefore acquire massive importance (Moore & Lamie, 1992, p. 202). Students may also make as many as ten applications to private universities as well as to two national universities. However, this process can become costly, as each charges an application fee.

Each senior high school is also ranked according to its ability to produce students who gain entry to highly ranked universities. (Simmons, 1990, p.77) In the 1980's about eighteen percent of high school graduates went to university, about 11 percent to junior college and about 25 percent to vocational training centers (Simmons, 1990, p.94). Reaching the goal of entrance to post secondary education requires long hours of study and sacrifice during the teen years, but once students have passed the entrance exams they "begin one of the most relaxed periods of their lives, during which in the first two years at least, lectures in many faculties can be cut with impunity and an unprecedented amount of time can be devoted to clubs and leisure activities" (Simmons, 1990, p.95). Higher education is seen as a hiatus between the world of study and the world of work.

In the working world, major companies hire a group of new recruits each April to be trained for specific jobs, not necessarily related to their university degrees. "Employers use schools to screen employees. They establish a pattern of hiring only the graduates of certain schools, and rely on teachers to channel new employees to them. More desirable employers use schools which require higher academic achievement for entrance" (Benjamin, 1991, p.255). As they did in school, this cohort will move through the company as a unit for many years. At school no one is left behind and at work individuals are eventually selected for upper management positions. Lifetime employment in one company has been the traditional career path in Japan. In preparation for the best possible job scenario, students focus their attention on the job at hand early in life, that of studying.

Students are supported in their efforts wholeheartedly by their teachers and the school. "Student use of vacation time, student appearance, personal habits, motivation, interpersonal relations, and behavior, on and off campus, are school and teacher responsibilities" (Sato, 1992, p.5). Parents are also expected to place education first in their own and their children's lives. Mothers in particular are held responsible for guiding their children and many have been dubbed *kyoiku mamma*

(education mamma). They are in control of giving their children the best possible advantages before and during the school years.

> During these years the most important parental involvement lies in helping children attain the highest achievement levels of which they are capable. It is thought that they must be happy in order to do this, so the home environment is kept as supportive and stressless as possible. Japanese children are not expected to do chores, to help around the house, to participate in religious schooling or activities, or to do anything but be successful students. (Benjamin, 1991, p.258)

Hours of hard study in early school years set the course for a successful life. Accordingly, many Japanese parents are reluctant to interrupt schooling, and therefore may not view travel or opportunities to live and study abroad for a long term as being beneficial to their children. Foreign school systems have been perceived to be different enough to put students off track and change the course of their lives by making it difficult for them to fit back into the Japanese school system.

Rohlen, (1983) in the conclusion to his book Japan's High Schools, points out significant differences between Japanese and American high schools in terms of efficiency. He bases his comments on detailed observation at several Japanese high schools in the 1970's and 80's.

> What makes Japanese high schools notably efficient besides the longer school year? First, teachers conduct larger classes, and with the time saved they administer the school. This, of course, is possible only because students are well-behaved, because they are grouped by academic ability and because they are all intent on the same goal of entrance exams. Second, progress in the conventional subjects is rapid because the university race creates great momentum. The competitive realities of education are widely appreciated by parents. High school rank ordering and entrance exams bring this reality into the early years of schooling. Third, vacations are short, tangential issues are avoided, and learning time is narrowly concentrated. The curriculum is focused on basics and is nearly free of compromise. The school physical plant is simple to maintain. Fourth, the entire system is coordinated nationally by the high standards set by the Ministry of Education. Finally, the tightly run organization of the school reduces confusion and leaves little room for a student counterculture. (Rohlen, 1983, p.325)

Quantifying efficiency is a value-laden judgement. However, these basic tenants upon which Japanese schools are based are definitely in contrast to what Japanese students will experience in most North American high schools. As school is one aspect of culture, students attending western schools will form opinions about that element of culture and others, by comparing and contrasting it with that of their home country.

2.5 THE STUDY OF ENGLISH IN JAPAN

Formal study of English is generally introduced in junior high school and may be subsequently supplemented by private or group lessons taken at cram schools known as *juku*. Those who plan to write entrance exams to universities must have some English proficiency. Due to the fact that entrance exams are written tests, the schools emphasize reading and writing skills. Many Japanese teachers of English are not actually English speakers. Consequently, most students' exposure to native or native-like speakers is limited. Many junior and senior high schools are seeking to remedy this through such measures as the Mombusho sponsored JET (Japanese Exchange and Teaching) program, where native English speakers are hired as AET's (Assistant English Teachers). "An AET's job is to support a Japanese teacher of English in junior and, sometimes, senior high schools in whatever ways that teacher thinks best and by acting as a model of spoken English" (Moore & Lamie, 1992, p.203). Ideally, a team teaching relationship is formed to take advantage of the strengths of each teacher. However, large classes, a lack of preparation in team teaching and a schedule that spreads the AET across several schools can hinder this. This lack of working models of native speaking or truly bilingual teachers can lead to problems for students wanting to achieve language fluency.

Yamamoto and Swan (1989) studied the connotative differences perceived in English by foreign and Japanese English instructors. "The significance of these findings, in practical terms, is that teachers immersed in one cultural background, native-speaking expatriates as well as non-native, may unwittingly pass along images that do not necessarily correspond to the connotations held in other societies. Such a situation may, naturally, lead to many sorts of cross-cultural misunderstandings" (p.244). Those who eventually use English with native speakers at home or abroad may find that they are ill prepared.

The Mombusho admits to shortcomings in the current practices of teaching English, as noted in Moore & Lamie (1992, p.198). These include a lack of exposure to spoken English, a lack of confidence in communication in English, adherence to traditional teaching methods, as well as large class sizes and difficult teaching materials. Moore and Lamie add to this list, "an examination structure which values grammatical factual knowledge above spoken language know-how and confidence" (p.198). These shortcomings have been known to exist for some time. In Kitao's survey of thirty-one Japanese high school students who had been on exchanges to the United States between 1975 and 1977, the findings were similar. English education in Japanese schools emphasizes knowledge about English as opposed to the use of English. What is learned is not useful for daily living, but may be somewhat useful for class work in American high schools. Students do not practice listening and speaking skills to any extent, thus they are generally unable to communicate with English speaking people. Furthermore, little

about American culture is taught in English classes in Japan, and this prevents Japanese from communicating well with Americans (Kitao, 1980).

In 1989, the Mombusho suggested curriculum revisions to promote communicative competence by directing teachers to encourage pupils to: "(1) listen to as much authentic English as possible; (2) to read as much living English as possible (3) to have as many chances to use English as possible; (4) to extend cultural background knowledge; and (5) to cultivate a sense of international citizenship" (Moore & Lamie, 1992, p.198). Change from within to such a large and uniform system is clearly slow in coming. Students and parents are not all waiting for such change to occur within the regular channels. Demand for native speakers of English as teachers in *juku* and other private schools is high. Homestays are on the increase. The Mombusho has recognized this trend by publishing guidelines for homestay programs in 1992. Families and schools seek ways to give children educational advantages. In the study of English, native speaking teachers and educational travel abroad in the safe family environment of the homestay can be perceived as advantages. There is a risk however that in leaving Japan for these advantages, students may stray from the traditional academic track and be unable to get back on.

2.6 EXPERIENTIAL LEARNING

Students who opt to continue their language studies abroad become participants in experiential learning, "learning in which the learner is directly in touch with the realities being studied. It is contrasted with learning in which the learner only reads about, hears about, talks about, or writes about these realities but never comes in contact with them as part of the learning process" (Keeton & Tate, 1978, p.2). Homestay participants do more than observe. They are active in their language and culture learning because the host language and culture surround them in all aspects of their life.

Experiential learning is a key element in the process of any study done abroad. Bennett (1988) applies the work of Kolb (1984) to the experiences of students who study abroad, pointing out that learning and development are a transaction between the person and the environment. Educators can enhance this natural transaction by supporting, yet challenging students from abroad. Experience in or knowledge of self-directed learning can be advantageous to the foreign student, and the learning style of each will come into play in this process. New circumstances may force learners into new learning styles. "The sojourner needs to learn-to-learn outside the classroom, outside the teachers' directions, from galleries, from architecture, from host families, from train rides, from marketplaces. Every context abroad is a potential teacher, every moment an opportunity. To access this education, learners need a variety of skills and attitudes" (Bennett, 1988,

p.112). Each experience in the host country holds potential for insight into language, culture and knowledge. This is a kind of learning which cannot be simulated in the safe environment of the home country's classrooms.

Hull (1981) defines cross-cultural experiential learning as "the acquisition of skills, knowledge, and competence through learners' interaction with a culture which is not their own" (p. 64). The goals of cross-cultural experiential education include personal awareness, development of personal competence, understanding and acceptance of other peoples and other ways, perceptual knowledge of others, and practical understanding. Hull reports that many students in cross-cultural experiential situations place a high value on the human relations and cultural experiences encountered outside of the classroom.

With regard to language, "The educational importance of cross-cultural educational experiences is increasingly recognized in the United States among those concerned with modern language acquisition. For example, the Modern Language Association's 1977-1978 Task Force on Institutional Language Policy recommended: 'Language programs should make study abroad or other experiential learning opportunities available to all students' (p.8)" (Hull, 1981, p.71).

Pearson (1981) in reviewing several research studies of experiential cross-cultural programs reminds us that "for cross-cultural experiential learning to be effective, some attempt to design the situation is required, or the results will be hit and miss. Some persons will resist the experience and only reinforce their misconceptions and stereotypes. They may even develop an antipathy to the culture that they have experienced" (p.22). Factors defining the individual and those defining the experience are cited by Pearson as being important to successful experiential learning. Those relevant to the homestay experience are individual variables such as age, sex, previous cross-cultural experience, personality, language ability, and preparation for the experience; and variables of the experience itself such as length of stay, need for the host language, differences between the home and host countries, opportunities to become involved in the host country, support systems to aid adjustment and degree of immersion required in the new environment. Individual students will experience the effects of the these variables to different degrees, but the sum of their experiences will point to which factors are most central to describing the overall effects of the homestay.

2.7 PERSONAL DEVELOPMENT

Because students are actually involved in experiencing new language and culture in a submersion mode and are thus learning first hand, there is bound to be a personal impact. In the teen years, students are very open to

influence from their environment, their experiences and the people around them. The process of maturation will contribute to personal development, but spending an intense year in a totally new culture will also have its effects.

> The study abroad research suggests that students who can be described as less developmentally mature before they begin their study abroad are more likely to experience a greater magnitude of personal change than those who are more mature. Students who begin at a higher level of maturity are more likely to reach a sophisticated level of international understanding. Also, the less developmentally mature person who has only superficial contact with the host culture exhibits little change in either personal development or international awareness. (Kauffman, Martin, & Weaver, 1992, p.91-2)

Difficulties in measuring personal growth stem from a lack of uniformity in defining the term itself. Standardized instruments, and specifically designed instruments tend to yield different results than self report instruments. "While standardized studies often reflect little relationship between personal change and studying abroad, questionnaires and interviews with students almost always associate positive personal growth with the experience of studying abroad" (Kauffmann, Martin, & Weaver, 1992, p.97). Other studies such as Nash (1976), using an experimental design, question the permanence of personal change after the return to the home country.

During the study abroad experience, Kauffmann et al. (1992) documented their students' intrapersonal development (self-esteem, autonomy, self-confidence, self-reliance, and self differentiation), interpersonal development (social skills, quality of interaction with other individuals and groups of individuals), and changes in values and life direction/vocation. "For such change to take place, maximum immersion in the foreign culture must be provided. Programs with a focus on language learning or programs with an experiential emphasis may often be excellent choices for such students. Homestays should be a part of the programs if at all possible" (Kauffmann, Martin, & Weaver, 1992, p.151). High school students are apt to be less developmentally mature than post-secondary students, yet there will be a range of maturity levels in any group of teenagers. Japanese teens may be perceived as less mature than their same age North American peers due to their higher level of dependence on parents and teachers, the group nature of their society, the fact that they reach official adulthood at age twenty and that due to restrictions of space and money, they continue to live at home while attending post secondary education even if it means a long commute. Interestingly enough, the Japanese language does not include a word for teen-ager. All are considered children until the age of twenty. The different demands of Canadian society may force maturity in the North American sense on Japanese teens and magnify some aspects of personal development during the homestay. Self-

recognition of these changes may not come without the imposition of outside questioning or until their return to the home country.

2.8 CULTURAL ADAPTATION

If homestays open the door of opportunity to learn about culture, then culture and its role in life must be clarified.

> Culture is defined as a complex of dynamic phenomena which predict, in the most general terms, how people normally interact with others and how they relate to their environment. Culture is largely acquired behaviour; from an early age children learn a wealth of cues, signs, and symbols which govern appropriate behaviour in their culture. Because all members of a society share the same symbols to some degree, individual members are often unaware of the profound influence that culture has on everyday life. Not only are language, history, institutions, laws, religion, and folklore part of a culture, but also subtleties such as greeting, leave-takings and behaviour patterns pertaining to authority and decorum tend to be culturally determined. In sum culture pervades all verbal and non-verbal communication as well as every aspect of interpersonal relationships. Today, it is generally accepted that culture embraces all aspects of human life. (Alberta Education, 1987, p.4)

If culture does indeed permeate all aspects of life, those who leave their own native culture for another will become quickly aware of differences in ways of everyday life shared by those of the host country. Ultimately they may attribute these differences to culture. Assumptions based on one set of cultural values may not operate effectively in another culture. Homestay students learn first hand about cultural differences in their daily adjustments to their new environment and its people.

2.8.1 Cultural Preconceptions

Homestay students will have some perceptions of Canada before they arrive, but these may change with first hand exposure to the language and culture. Saywell (1988) questioned 989 Japanese university students about Canada, only 32 of whom had been there. "While 30 percent judged their knowledge of the United States and Great Britain to be 'Good' only one out of ten believed their knowledge of Canada was 'Good' and over half believed it was poor" (p.7). Although Japanese high school students may have had less media exposure to information about Canada than university students, they will have had similar instruction in secondary school.

> One third of the students stated that they had learned most about Canada in school, a figure that can only be explained because there were so few other sources of information. Yet an astounding 47 percent said they had spent less than one hour studying Canada throughout their three years in high school. The material studied was almost exclusively geography and the economy, while history, politics and culture passed almost unnoticed. (Saywell, 1988, p.8)

Therefore, Japanese students choosing to come to Canada will have had to do their own exploration for information on Canada above and beyond their heavy academic load, or come here with many things to learn.

This lack of awareness of other countries may be due to the very nature of Japan, traditionally a closed society with a very homogeneous population.

> A September 1986 'Survey on National Living Preferences by the Economic Planning Agency' revealed that while 70 percent of the respondents were favourable to increases in foreign news, technology from overseas, and short term exchange of foreign students and tourists, less than 30 percent favoured any longer term influxes of foreign workers or more foreign marriages. And a survey on Social Attitudes released by the Prime Minister's Office in December 1985 indicated that 50 percent of the respondents stated they were not interested in becoming friends with a foreigner, compared to 33 percent who said they were. (Saywell, 1988, p.16)

Living in Canada for a year could greatly broaden the perspective of Japanese students, and perhaps of those they share their experiences with back in their home country.

2.8.2 Acculturation

Damen (1987) defines acculturation by contrasting it with enculturation.

> Fundamentally, learning of a first culture is a process of indoctrination. Enculturation builds a sense of cultural or social identity, a network of values and beliefs, patterned ways of living, and, for the most part, ethnocentrism, or belief in the power and the rightness of native ways. Acculturation, on the other hand, involves the process of pulling out of the world view or ethos of the first culture, learning new ways of meeting old problems, and shedding ethnocentric evaluations. (Damen, 1987, p.140)

Several models of the acculturation process have been suggested. Acton and Walker de Felix (1986) construct a model of acculturation from

research in second language acquisition, cognitive psychology, linguistics, the affective domain, and personality and role development. They discuss acculturation and language with reference to Schumann (1976a, 1978), Brown (1980), Clarke (1976), and Selinker (1972). Schumann describes the process of pidginization in second language acquisition. Brown says there is an initial phase in encountering a new culture when motivation is very strong, culture shock is experienced and a lot of language must be learned, after which the acculturation threshold, likened to pidginization of language, occurs. Clarke describes the state of being a permanent immigrant able to understand the words of a language, but not always all of their connotations. Selinker recounts the fossilization of language.

Gardner and Lambert are cited for their work on the relationship between affect and language learning. They posit that integrative motivation, the learner's desire to integrate into the target culture, is a clear indicator of success in learning a second language.

From the realm of personality and role development literature, Guiora's (1972) model for second language personality development or language ego helps to explain acculturation. "Guiora has described the process of developing a second language identity as that of essentially adding on another personality" (Acton & Walker de Felix, 1986, p.26). Changes in the first language personality may occur as the second develops.

Acton and Walker de Felix's own model of acculturation includes the phases of tourist, when culture is inaccessible and language skills are at a minimum; survivor, when there is a functional understanding of language and culture; immigrant, when people have spent an extended time in the language and culture; and finally, citizen, when the learner is almost at the level of the native speaker in both language and cultural understanding.

Under their category of tourist they include Schumann's pidginization, Brown's sociocultural critical period, Gardner and Lambert's instrumental/integrative motivation, and Guiora's L1 only ego. Under survivor, they list Schumann's pidginization, Brown's sociocultural critical period, Gardner and Lambert's instrumental/ integrative motivation, and Guiora's depiction of the L1 ego as the L2 develops. They place the acculturation threshold after this second stage, and follow it with stage three, the immigrant. Here Acton and Walker de Felix cite Clarke's clash of consciousness, Gardner and Lambert's instrumental and/or integrative motivation and Guiora's distinct L2 ego. The final stage, citizen, encompasses Clarke's clash of consciousness, Gardner and Lambert's integrative only motivation, and Guiora's idea of L2 ego being as integrated as L1. This process of smoothly integrating several models of acculturation and related research demonstrates that acculturation has an identifiable progression related to language learning.

Over the course of a year homestay students will form some new opinions about their own and the host culture. The attitudes they begin with and those which form throughout the process will affect their adaptation to the new learning experience and readaptation to the home culture. "Research suggests that attitudes affect not only the students' motivation to learn the language, but also their willingness to learn about and participate in acculturation" (Mantle-Bromley, 1992, p.118). Each student will develop at a different rate, reach various stages and possibly travel back through those stages as their layers of experiences form. Therefore, different degrees of acculturation, ranging from none to considerable would be expected from a group of students after experiencing a year long homestay.

2.8.3 Cross-cultural Awareness

The submersion nature of the homestay experience means that the students cannot avoid coming into contact with the local culture. This contact will lead to a process of adaptation and to some extent, acculturation. Cross cultural-awareness, defined as an "understanding of similarities and differences in cultural patterns of other than native culture" (Damen, 1987, p.368), will develop. Several authors equate Hanvey's (1987) stages or levels of acculturation, with cross-cultural awareness. Level One is an awareness of very visible cultural traits that are superficially interpreted as exotic or bizarre and lead to stereotyping on the part of the learner. As experience with the culture increases, and culture shock is experienced, the learner may move to Level Two, an awareness of more significant and subtle expressions of culture. Frustrated with the inability to function normally and faced with contrasts to one's own culture that may seem irrational, the learner may now experience conflict. If the learner has positive attitudes, and the opportunity to establish new cultural patterns for adapting to the frustrations in Level Two, the learner can move to Level Three. Level Three is marked by an awareness of significant and subtle cultural traits that contrast markedly with one's own, but can be understood cognitively. Now the learner accepts the cultural event as alternative, not wrong behavior. Awareness of the insider's point of view comes through analysis and understanding occurs. This is the phase associated with total immersion and becoming bi-cultural. Level Four is the stage at which the learner understands how members of the target culture feel. The learner now feels like an insider. Throughout the acculturation process learners will move between levels, returning to Level Two when new things are introduced and then back to higher levels. (Mantle-Bromely, 1992), (Sadow, 1987), Damen (1987) Cross-cultural awareness and acculturation are inter-related. As awareness of another culture develops a sojourner adapts to that culture and at least temporarily finds ways to fit into that culture. The processes of developing cross-cultural awareness and possibly acculturation will be major forces in the homestay experience even

though the students are cognizant of returning to their own culture in one year's time.

2.8.4 Possible Problem Areas

Japanese homestay students face much new information and many contrasts when they come to Canada. The cultural heritage and everyday behaviours of Canadians are very different from those in Japan. There is less homogeneity of ethnicity, race and religion, plus less uniformity of behavioral norms in Canada. Canada's diversity provides potential for student adjustment problems, misunderstandings and miscommunication, as well as blatant or inadvertent racism on the part of either the hosts or the guests. Such extreme cultural differences may complicate the adjustment process for these sojourners.

Hartung (1983) surveyed 106 Japanese secondary-level students who participated in a year long homestay program to the U.S. in 1981-2. Fifty-four sociocultural situations were presented to students who were asked to identify the stress level of each on a rating scale from 1-6, with 6 being most stressful. The top ten most stressful situations, rated between 4.0 and 3.0 were: knowing appropriate topics to talk about, making friends with other students, telling members of the host family about distressing matters in the family situation, using the English language, getting along with the host children of the same sex, establishing a Japanese style dependency relationship (amae-to depend and presume upon another's benevolence and to be obligated in return), knowing when someone is really a friend, and seeing students holding and kissing each other. These are situations which are likely to confront young Japanese adults at home, at school and in the community during homestays in Canada.

2.8.5 Culture Shock

Another aspect of adjustment for foreign students is the experience of culture shock. Damen (1987) defines it as "feelings of disorientation often experienced in instances of contact with unfamiliar cultural patterns or with cultural change" (p.369). It is a natural part of cultural adaptation not a disorder. Culture shock is described as having a U shaped pattern in affecting the emotions of the displaced person. Initially the person feels very positive because the experience is so new and exciting. This emotional level lowers when the person feels unable to function effectively in the new culture due to a lack of knowledge or language. As the person learns more about the new culture and begins to adapt, the emotional curve takes on an upward movement. Individuals experience different rates of passing through these stages and may repeat a certain stage or never achieve full adaptation. "Culture shock is a sudden explosion of major environmental changes that are experienced in terms of loss in several respects" (Coelho,

1982, p.104). There is a loss of status in becoming separated from friends and family, and possibly in finding oneself for the first time a visible minority. Depression may occur because of loss and separation, and may be complicated by the sensory overload and physiological fatigue brought on by many new stimuli and demands, including academic pressures. Culture shock varies from person to person, but may be a factor which at least temporarily stands in the way of learning and may also affect attitudes towards another culture.

2.8.6 Re-entry Issues

The culture shock experience may extend beyond the student's stay in the host country. Reverse culture shock can occur upon return to the home country. In Japan, returning students (*kikokushijo*), have been regarded as a special problem. Hoshino (1982) presents three of the most widely addressed problems for children who have temporarily left Japan with their parents. First, there is the problem of returnees having missed time in the Japanese school system thus jeopardizing university entrance. The quality of their foreign education may not be valued. Secondly, there is the problem of the diversity of views and ways of thinking between the Japanese and those of other cultures. Homogeneity of race and religion seems to have led to a more collective, less individualistic outlook being publicly expressed. "The third problem is the discrimination and prejudice held by the Japanese natives against the returning Japanese children from other cultures. Japan as a country has been monocultural and monolingual. It is hard for native Japanese to relate to those Japanese children who, though they physically appear the same, return home with different views and values" (Hoshino, 1982, p.110). Not only do these students face adjustment in the foreign country, they may face the problem in reverse when they return to what was once familiar and unquestioned.

> There are bound to be problems of readjustment. Returnees may suffer a form of reverse culture shock when they come back to something that should be familiar but that may seem so changed. They do not always realize how much they have changed. Many feel that they have had an experience that they can never manage to communicate -- not that anybody is really interested in hearing about it! (Abrams, 1981, p.70)

Hoshino (1982) predicts re-entry success for those who have definite goals, who have family ties and who identify themselves as being Japanese. Age also appears to be a factor. "Older returning students appear to adapt less easily upon their return to Japan than do younger returning students" (Murase, 1978, p.11). A year away from home in the impressionable teen years may have profound effects, different than those experienced by elementary students. Although, the specifics of the re-entry process for the homestay students in this study is beyond the scope of the current

research, it is a consideration which may affect their anticipation of returning to the home country. A follow-up study of the participants would provide useful information for addressing the unique adjustments for young people who have left their culture voluntarily for a temporary time span.

2.8.7 Language and Culture

Homestay participants are submersed in a new language as well as a new culture. Language and culture are linked. Language plays a role in cultural adjustment and it can be said that, "bilingualism is demonstrated by an ability to understand, speak, read and write two languages. Biculturalism is shown through attitudes and actions that reflect an individual's ability to function as an insider in two cultures" (Alberta Education, 1987, p.6). Although complete bilingualism and biculturalism are not the goals for a one year period, homestay students will have a chance to envisage themselves in these roles.

2.8.8 Communicative Style

Barnlund (1975) describes differences in communicative styles between Americans and Japanese in his research on 240 eighteen to twenty-four year old Japanese and American college students. He concludes that:

> What people talk about and to whom they talk, what parts of the body they touch and whom they touch, seem consistent from one culture to another. But the depth of verbal disclosure and the degree of physical intimacy that is cultivated differ sharply. Patterns for coping with threatening social encounters also take different forms. (p.455)

It was found that in verbal and nonverbal communication, the Japanese share less of their personal experience with others than the Americans, who are more likely to share their private thoughts and feelings. Interestingly enough, there was also much less communication of any kind with Japanese, as opposed to American fathers. It follows that learning a new language involves learning new communication styles as well as new linguistic features.

In a more recent article, Klopf (1991) compares Japanese communication practices to American ones by describing the findings of seven different studies focusing on similar factors. The conclusions were as follows:

> Compared to students in the United States, the Japanese rely less on emotional appeals, are less inclined to argue, feel more lonely in relational situations, are less dominant and less inclined to talk in

> conversational situations, are less immediate in their interactions with others, and are less assertive. Both the Japanese and Americans are similar in the degree of verbal aggressiveness they display, in speaking fluency, in duration of speaking, in responsiveness, and in initiating and maintaining conversations. (Klopf, 1991, p.137)

Observing and participating in communication with North Americans may influence the Japanese students' impressions of these people, as well as their own success in using and understanding English.

It can be concluded that cultural factors of many kinds influence the language acquisition process, especially where learners are submersed in the learning situation outside of their own native country.

2.9 SECOND LANGUAGE ACQUISITION

Second language acquisition has been the focus of much study in recent years. Ellis (1990) describes the difference between formal and informal language learning.

> Formal learning involves some kind of studial activity on the part of the learner -- for example an attempt to learn about the language by obtaining information about explicit rules of grammar. Informal learning takes place through observation and direct participation in communication -- learning is a process of discovery which takes place spontaneously and automatically providing certain conditions have been met. (p.2)

Both formal and informal learning take place during the homestay process. Formal learning occurs in the host country any time the focus of the learner is on how or why the language operates in a certain way. This can take place in the classroom or in a natural setting. Informal learning may occur when the learner is focused on the communicative value of the language. In understanding the message, the learner may also learn about structure. Informal learning can occur in a structured situation or in the process of daily life.

In a review of literature related to formal and informal learning, d'Anglejan (1978) found that amount of time spent studying language in formal situations is not a strong predictor of oral fluency.

> The explicit teaching of grammar, while useful in the carrying out of classroom activities such as transformation exercises or skills, or written work does not appear to transfer readily to situations out of the classroom, where the learner must draw upon his knowledge of the

target language in face-to-face interchange with native speakers. (p. 226)

Japanese high school students who have had up to six years of formal instruction in English may not be immediately able to make sense of English spoken in the target community. This may surprise them when they first arrive in Canada.

Native language acquisition adheres closely to the principles of informal learning (d'Anglejan 1978). It follows then, that second language learning can be aided by acquisition in the larger community outside the classroom. Informal and formal learning are complementary elements of a whole experienced by homestay participants through the submersion nature of their experience.

2.9.1 English Language Testing

When language skills develop in the context of an educational experience, the outcomes are usually evaluated, either formally or informally. The skills of speaking and listening are each tested in various ways.

Hymes (1972, 1974) is generally acknowledged to have coined the term communicative competence. "For Hymes, the ability to speak competently not only entails knowing the grammatical rules of a language, but also knowing what to say to whom in what circumstances and how to say it" (Scarcella, Andersen and Krashen, 1990, p.xi). Calderbank and Awwad (1988) and Shohamy (1988) urge that communicative tests be used to evaluate oral language in as natural a form as possible while still maintaining reliability and validity. Alderson, Krahnke and Stansfield (1987) caution evaluators to question both the validity and reliability of oral and written tests as well as the naturalness of the language in the test. Formal testing of language development is complex.

The true test for many language students is not their achievement on standardized exams. Academic success does not guarantee communicative competence. When submersed in a foreign language and culture, effective communication is critical. Japanese homestay students generally have a stronger background in reading and writing than in speaking or listening. Opportunities for speaking and listening in the formal and informal aspects of the submersion learning experience may give them a chance to develop these latter skills. Intermittent monitoring of their listening and speaking during this study may identify any changes in facility, rather than assess absolute competence at any one point in their homestay experience.

2.9.2 Attitudes and Motivation in Language Learning

Language learning may involve more than the application of cognitive skills. Theorists such as Gardner and Lambert (1972), believe language learning is affected by attitudes and motivation. For twelve years they studied adolescents in various language learning circumstances and from this propose a theory of language learning.

> This theory, in brief, maintains that the successful learner of a second language must be psychologically prepared to adopt various aspects of behavior which characterize members of another linguistic-cultural group. The learner's ethnocentric tendencies and his attitude toward the members of the other group are believed to determine how successful he will be relatively, in learning the new language. His motivation to learn is thought to be determined by his attitude toward the other group in particular and toward foreign people in general and by his orientation toward the learning task itself. (Gardner and Lambert, 1972, p.3)

They go on to describe instrumental and integrative motivations. Instrumental is oriented towards learning a language to gain an end result, for example good grades, a job or entrance to a university. Integrative involves a desire to become a part of the community of those speaking that language.

In Benson's 1991 study of the attitudes and motivation towards English of 300 freshman at a Japanese university, "A good number of students have been observed to be interested in English for reasons which could not realistically be termed instrumental or integrative. These include, for example, pleasure at being able to read English, and enjoyment of entertainment in English. These reasons may be termed "personal", since they appear to relate to individual development and satisfaction" (Benson, 1991, p.35). With an average age of 18.4, Benson's Japanese subjects were close in age and experience to that of the CHI homestay students so may have similar intrinsic motivations.

Chihara and Oller (1978) assessed the attitudes of adult Japanese students of EFL towards themselves, toward other Japanese, toward English speakers, toward travel to an English-speaking country and toward English, all in relation to their attained EFL proficiency. Correlations between attitude measures and attained ESL proficiency were shown to be weak. The most highly rated reasons for travelling to an English speaking country were to get to know many different kinds of people, to learn English and to have new experiences. Integrative reasons were rated higher than instrumental ones.

Chihara and Oller's subjects also rated scales of personality traits for themselves, their ideal self, Japanese people and Americans. Americans

were rated as more helpful, confident, broad-minded, intellectual, cheerful, optimistic, efficient, religious, friendly, dependable, enthusiastic, and logical, but less stubborn, conservative, nervous, fashionable and shy. Japanese were rated more economical, competitive, businesslike, clever, considerate, sensitive, stable, calm, sincere, teachable and modest. After experiencing North American culture, Japanese students may re-evaluate the desirability of certain personality traits and their attitudes towards the people possessing these traits.

Oller (1979) pursues the affective aspects of language learning further in a discussion of measuring attitudes and motivations. He expresses concern about the need to validate the types of affective measures, reviews various hypothesized relationships between affective variables and the use and learning of languages, describes direct and indirect measures of affect, and relates observed relationships to achievement. Attitudinal, motivational and personality variables are all in the affective domain and are difficult to validate because they cannot be directly observed. Empirical justification of affective measurements is therefore difficult. Attitudes are changeable or perhaps created in response to different social situations. (Oller, 1979)

Results of studies of the effects of attitudes on language learning vary; it is not clear which is stronger, the effect of attitudes on achievement, or of achievement on attitudes. Further research on instrumental and integrative motivation is also inconclusive, for "in some cases, the integrative motive has been stronger ... in others there has been no advantage of one over the other, and in still others, the instrumental motive appears to be the stronger" (Oller, 1979, p.117). This range of results in measuring affective factors, "is not so much a problem with measuring techniques per se as it is a problem of the nature of attitudes themselves. There can be no direct measure of a construct that is evidenced only indirectly, and subjectively even then" (Oller, 1979, p.121).

Which is cause and which is effect, or how complex the relationship is between learning and affective factors is still unclear. "It has been observed that the relationship is apparently stronger in contexts where learners can avail themselves of opportunities to talk with representatives of the target language group(s), than it is in contexts where the learners do not have an abundance of such opportunities" (Oller, 1979, p.139). Homestay students will have easy access to members of the host culture. This may stimulate the development of their aural/oral skills and attitudes related to cross-cultural awareness. Measurement of their language and attitudes is not intended to ascertain absolute values, but to provide opportunities for comparison across time. The study of attitudes and motivations, and their relationship to learning is an interesting and popular pursuit, but is not without complexity or unanswered questions.

2.10 GOALS OF HOMESTAY PROGRAMS

Homestays have the potential to tie together language, culture and personal development in an experiential mode of learning. CHI (1989), the co-ordinating agency in this study, states their purpose as follows:

> CHI is devoted to the growth of friendship and understanding among the peoples of the world. We believe that the best way to eliminate international fears and prejudices is to learn about the culture, the languages, and the customs of other countries. Specifically, we have observed that Host Families who share their homes and their lives with a foreign student become particularly interested in his or her country. They also grow more tolerant and understanding of other customs and values. The students who participate in a Homestay programme become intimately involved with their hosts and in so doing, greatly increase their proficiency in English as they expand their world view. Upon their return home, they maintain their new friendships and are highly motivated to achieve their educational goals. (Cultural Homestay Institute, 1990, p.1)

By examining developments in language acquisition and changes in cross-cultural awareness and personal development, the current study will analyze components of this goal statement. To reach these goals homestay programs must take many steps along the way.

2.10.1 Administration of Homestay Programs

The co-ordinating agency in a homestay program provides the framework within which learners will interact in their host environment. "Because cross-cultural human interactions are especially complicated the administration of a good homestay program is no easy matter" (Abrams, 1981, p.65). Abrams notes the importance of finding suitable host families with good intentions and attitudes, as well as a willingness to share the host language and culture. Ironically, the more often a good family is used, the less typical it becomes of its culture, because of its heightened awareness of other cultures. There are also financial matters and policies concerning responsibility and student behaviour to consider. Finally, there is the placement decision. "After the students have all been placed, the administrator must deal with the inevitable mismatches. It may be a rich learning experience for the student to stay with the "wrong" family, but what does this do for the program and for international understanding? How much supervision should be exercised?" (Abrams, 1981, p.66). The question of supervision must be answered by homestay co-ordinators with regard to how much time and how many other reliable staff members they have, and how much distance separates their charges. Difficulties prevented or satisfactorily solved during the homestay will leave the student, the host

family, the school and the community with positive impressions of the experience.

2.10.2 Maximizing the Effects of Study Abroad

Homestay programs can learn from the experiences of universities and other agencies who have sent people abroad for learning experiences.

> Administrators could place priority on providing pre-, during and post-encounter opportunities to maximize the valued outcomes and to help students develop the ability to establish meaningful relationships with other persons. These experiences should be available before the student leaves his own culture and continued as the more in-depth cultural encounter occurs in the host country. Basically it is helping the person to acquire cross-cultural and inter-personal sensitivity. (Morgan, 1975, p.212)

Knowledge of the culture of the students and how it contrasts with that of the host country will prepare the administering agency to provide a successful program. It must accept responsibility for the smooth operation of the homestay at all times for all students. Individual students cannot control all aspects of their experience.

> The overall success or failure of study abroad programs does not rest with the students. In fact, probably very little of it rests with them since they are often not able to understand the implications of the cultural encounter and their own adaptation to this encounter. Administrators of these programs must possess, or at least endeavor to acquire this expertise in understanding the process. (Morgan, 1975, p.214- 5)

In turn students must be prepared by the agency for their experience. Knowledge of one's own culture and its influences, of one's host culture, as well as of verbal and non-verbal patterns of communication in the host culture are valuable commodities for students planning to live overseas. Abrams (1981) recommends developing a study abroad program which stresses student knowledge of their own culture and the target culture, as well as awareness of language differences. Study abroad programs benefit from a well-planned structure with emphasis on experiential learning, careful preparation of leaders, participants and resource people, learning beyond what could be achieved in the home country, and maximum contact with new social environment. Programs should not exploit members of host culture, but should further international linkages through relationships, competent leadership, interaction with the host society, integration of experience with academics, provisions for reflective analysis and intellectual

examination of the cross-cultural experiences. Provision should be made for consolidation of learning on re-entry and for integration with further education. Administrators must be involved in the homestay process, both before and after the students' arrival in the host country as well as during the experience, and ideally allow for follow-up procedures in the home country.

2.10.3 Mombusho Guidelines for Homestay Programs

In April of 1992, the Mombusho published guidelines for agents of homestay programs in response to problems reported in a survey of participants conducted in May of 1991. The April 16, 1992 issue of the Daily Yomiuri newspaper, published in English in Tokyo, reported on these guidelines. In 1988, the Education Ministry changed its system to allow for transfer of high school credits earned abroad to Japanese high schools. Since that time the number of students going abroad for homestays has increased. In 1990 about 4,500 high school students studied overseas for more than three months. In the May 1991 Mombusho survey, twenty-five percent of the 1,700 students, 1,143 who were high school students, reported having problems of some kind during their homestays. Ten percent of those said they had trouble with the agents over procedures or contracts. From this survey, the Mombusho arrived at the following guidelines:

1) domestic agents should have a full-time staff, a strong history and sufficient funds;
2) local agencies that accept high school students need to be non-profit organizations with sufficient experience and achievements;
3) host families must be screened before selection;
4) a support system for emergencies should be established.

Translated excerpts from the original guidelines also indicate that the Mombusho calls for the agent to have a full time employee who has a knowledge of and experience in overseas studies and that the purpose of the program should be educational with all or most of the fee from the participant to be spent on program operation. These guidelines are a reaction to problems encountered by Japanese homestay students and are intended to help reduce such problems in the future.

2.11 SUMMARY

This concludes the examination of the literature related to the question of how the homestay experience affects cross-cultural awareness, aural/oral language skills and personal development in Japanese high school students. Many aspects of education and learning, such as Japanese schooling, the study of English in Japan, experiential learning, cultural

adaptation, second language acquisition, language testing, attitudes and motivation, and the goals and administration of study abroad all apply to this experience. Several aspects of the homestay experience of one set of learners are explored in the study described in the next chapter.

CHAPTER THREE: THE STUDY

3.1 INTRODUCTION

This chapter describes the study conducted to address the question of how the homestay experience affects the development of English listening and speaking skills, cross-cultural awareness and personal development in Japanese high school aged participants. Procedures were undertaken with these students to measure changes in speaking and listening skills, as well as in their attitudes towards the English language, its study, its native speakers and their lifestyles, and any other personal changes perceived by the students as the homestay progressed.

3.2 THE HOMESTAY PROGRAM

Students applied one year in advance and paid a fee to come on the homestay through an organization in Japan called World Youth Services (WYS). Students' high school marks, TOEFL (Test of English as a Foreign Language) scores and a letter of recommendation from their school English teacher were considered, as were the results of an entrance exam. Brief oral interviews and orientations were held in Japan. WYS contracted the Cultural Homestay Institute (CHI) to make arrangements for schools, host families and orientation programs in Canada. CHI is a non-profit homestay agency which was founded in the U.S. in 1980, and incorporated as a charitable society in Canada in 1988.

From late July of 1991 to late August, while attending a four week program of English study and orientation to Canada, the nineteen students in this study lived with Edmonton families. At the end of August 1991 they moved to eight different schools, centered in seven small towns in Alberta. Their long term host families lived in those small towns or in the rural areas surrounding them. School populations ranged from approximately 200 to 500 students. Some schools housed classes from kindergarten to grade twelve, while others were senior and junior high schools or strictly high schools.

Although schools were not chosen because they offered an ESL class or language tutoring, and students did not expect to have this benefit, by the end of the school year, ten students had been offered some structured, though very limited ESL instruction. These supplementary language activities did not last the whole school year and were generally offered in conjunction with an academic class. Three students participated in an evening ESL class offered in the community. Three had a tutor. One of these tutors was a teacher's aide and the other a community member. Four

students had access to a teacher at their school who provided pull-out language lessons or remedial learning instruction, and one student spent the last month of the homestay attending a large urban school with a sheltered ESL program.

For several students, arrangements for school and host family placements were not complete until after they had arrived in Alberta. Throughout the school year six students changed host families for various reasons. Two of these changed from the same town and school to other places.

CHI paid an honourarium to a local person in each area to contact students periodically about their progress in school and relationships with their host families. The CHI area administrator responsible for all the students and the program was located in Edmonton.

3.3 STUDENT PROFILES

The subjects were nineteen Japanese high school students who came to Alberta for a long term program offered by the Cultural Homestay Institute. They spent a Canadian school year attending regular high school classes and living with host families. Most were placed in small towns. Sixteen participants were female and three were male. They ranged in age from fifteen to eighteen; the mean age at arrival was sixteen and a half. They came from different high schools across Japan and did not know each other until they met in Canada.

Five students had previously briefly visited America, two had been to Australia, and one each had visited England and Canada, while another student had visited the Netherlands and Norway. Students considered these countries to be English speaking countries. Two students had lived outside of Japan with their families, but not in English speaking countries. The students had studied English from three to seven years in school in Japan; the mean length of study was just under 4.8 years. Seven of the nineteen had studied English at a *juku*, or cram school in addition to their regular school studies. Length of *juku* study ranged from two to seven years. Ten of the nineteen students responded positively when asked if they had studied English in any other way than at school or a *juku*. Four had gone to private tutors, two had attended conversation schools, two said they studied through media such as radio and television and one each had experienced a remedial class at school, conversation with a family friend or contact with an AET (Assistant English Teacher) outside of the classroom. All nineteen students stated that the study of English was compulsory at their high schools.

The students' trips were entirely financed by their own families. The Canadian host families received no compensation for hosting the students, and neither did the school boards.

Students were placed in courses at grade ten, eleven and twelve levels. All schools operated on a two semester system, with the first semester starting in September and the second starting in February. Students selected subject areas of their choice and were placed in grade levels of these subjects according to availability of space and their perceived ability to handle the language requirements of the course. In some instances students were graded strictly according to Canadian standards, while in others students were given some consideration for language limitations at the discretion of the teacher.

In the first semester, fourteen students took Math and were placed in all three grade levels. Thirteen students took English and nine students took Social Studies. Students were placed at all three grade levels in English and Social Studies classes. Three students took sciences. Eight took CALM (Career And Life Management) which is a required course at the grade eleven level. Five students took typing, five took Food Science, and four took Computer courses. Other options chosen were Physical Education, Work Experience, Psychology, Spare, Music, Shop, Mechanics, Accounting, Graphic Arts, Art, and Band.

In the second semester, eleven students took Math across all grade levels. Twelve took English and thirteen took Social Studies. Once again students took English and Social studies at all grade levels. Three students took sciences. Typing was taken by nine students, Physical Education by seven, Computers by five, Food Science by four, and Clothing by two. Only one took CALM in the second semester, while one took Personal Living Skills 10 by distance education. Work experience, Special Projects, Art, Drama, Law, Music, Woods, Tourism and Spare rounded out the options chosen. Two students, who were of the Catholic faith, were required to take Religion class at their Catholic school.

3.4 ISSUES IN METHODOLOGY: QUANTITATIVE VERSUS QUALITATIVE

Data collected regarding the students' aural/oral English skills were analyzed quantitatively, and data collected regarding the development of cultural awareness were analyzed more qualitatively. As the relationship developed between researcher and students, students began to disclose information about their personal development during the experience. This was also organized qualitatively.

Personal interviews gave subjects the chance to reflect on their experiences about language, culture and personal development. Because they were repeated over time, the interviews allowed subjects to clarify and enrich their observations within the general framework of the questions. It is impossible to observe the full experience of someone living and adapting to a new culture and periodic observation may not give a full picture of a complex experience. It is however possible to help subjects to describe it. "Interviews aim to find out what is in and on someone else's mind" (Fox, 1991, p. 204). Tracking someone's thoughts and feelings over time helps to clarify the experience and allows layers of understanding to form not only for the researcher but for the participant. Interviews allow for human differences and do not attempt to categorize or label their experience at the outset of the research into pre-determined slots the way a questionnaire or survey might. In this case the interview seemed appropriate as it "may be used when attempting to determine the perceptions or opinions of a group to a specific problem or issue" (Fox, 1991, p.205). Thus the voices of those most deeply involved in the experience emerged to tell their story from an inside point of view.

3.5 PROCEDURE FOR THE STUDY

3.5.1 Listening Comprehension

A listening task was administered to the students three times. The first time was within two weeks of their arrival in Edmonton in July, 1991, the second was four months later and the third time was at the end of the homestay. The task consisted of a set of twenty tape-recorded instructions of four types: basic, marked paraphrase, unmarked paraphrase, and unnecessary detail. Students were asked to draw or alter drawings on a sixteen-celled piece of paper. The number of drawings that students were able to complete correctly could thus be compared across the three test times.

3.5.2 Oral Skills

In order to measure progress in oral language skills it was decided to monitor the development of plural and past tense markers, article use, mean length of utterance (MLU) and extent of self-correction. The first four are standard indicators of grammatical development, while the latter measure may be indicative of a consciousness-raising with regard to oral production. The researcher asked each student what she or he did the day before; the transcribed responses could then be analyzed for obligatory contexts for plurals, past tense and articles, and MLU's could be calculated. Any instances of self-correction could also be identified. The speaking task

was administered individually in July, 1991 and again in June, 1992 at the end of the homestay period.

In addition, the students' own perceptions of their language skill development were collected by means of a Likert scaling procedure on each of the three testing occasions.

3.5.3 Interviews

Initial interviews with the students were conducted shortly after the students' arrival in July of 1991. Interviews were conducted in English with the aid of a Japanese interpreter where necessary. A bilingual, bicultural native speaker of Japanese who had experienced a similar homestay program in the United States and had subsequently lived in Alberta for several years, acted as the interpreter. Information was elicited regarding the students' attitudes towards the English language and its study, as well as towards English speaking people and Canadian culture or lifestyles. Students answered using as much English as they felt confident with at the time, and relied on the interpreter to supplement their English. The conversations were tape recorded and later transcribed. Students were interviewed again in December of 1991 and June of 1992 at their respective schools in Alberta. Interviews in December and June were conducted in English only. Most of the interview questions remained the same, with the addition of questions relating to the ongoing homestay experience. Students had an opportunity to reflect on cultural experiences, describe any language learning and relate any personal changes which occurred between interviews. (See Appendix A for a composite of the three sets of interview questions.) Information regarding language and cultural experiences was also gleaned from journals and letters received by the researcher from the students.

Information from the interviews was put through three processes. First that of data reduction to select, focus, simplify, abstract, and transform the raw data, second that of data display, to organize information which third, permitted the drawing of conclusions, action taking and verification. (Miles & Huberman, 1984, p. 21) In this way qualitative analysis is no less organized or orderly than quantitative, for each has a destination in mind at the outset. However, quantitative methods chart the course explicitly, while qualitative ones allow decision-making along the road to determine the path.

Answers to the interview questions were analyzed qualitatively by this descriptive process. After the interviews were transcribed, the content of the responses provided emergent categories. The second and third interview answers were sorted into categories which had emerged in the first interviews and new categories were added as new types of responses occurred. Similar answers were grouped in particular categories, and thus

trends in the students' answers were established. When answers to the same questions were compared across time, trends in similarities and differences for the group emerged.

3.6 ETHICS

At all stages of the research, students were advised in Japanese and in English, both orally and in writing, of their right to opt out of the study. The confidential nature of the study was stressed. The students were also assured that this testing had no bearing on their classroom marks in Canada or Japan. The procedure for the study was explained in Japanese and a permission form presented both in English and Japanese was used to indicate their informed consent, and that of their parents. (See Appendix B for examples of the permission forms.)

3.7 SUMMARY

This chapter describes the context for this study of the homestay experience, the data collection process and its analysis. The following chapter describes the findings from these data with regard to the effects of the homestay experience on aural and oral English skills, cross-cultural awareness and the personal development of nineteen Japanese high school students who lived, studied and experienced life as a part of rural Alberta families, schools and communities.

CHAPTER FOUR: RESULTS

4.1 INTRODUCTION

This chapter describes the results of the study. Changes in listening skills were measured by means of a drawing task presented on cassette tape and conducted in Round 1 (July 1991), Round 2 (December 1991) and Round 3 (June 1992). Changes in speaking skills from Round 1 to Round 3 were discerned by collecting samples of the students' speech by asking the question, "What did you do yesterday?" The students' answers were tape recorded and analyzed for the use of certain speech characteristics. Students were also given the opportunity to rate their own language proficiency on a Likert type scale in each round. Changes in the group's perception of their abilities are presented. Development of cross-cultural awareness was tracked through a series of interview questions which were asked in Rounds 1, 2 and 3. Certain questions remained the same throughout the collection period, while others were modified or added to account for the passage of time. Responses were categorized and compared across rounds. What follows are the results of the study undertaken to determine the effects of the homestay experience on the English listening and speaking skills, cross-cultural awareness and personal development of nineteen Japanese high school students who lived in Alberta in the 1991/92 school year.

4.2 LANGUAGE DEVELOPMENT

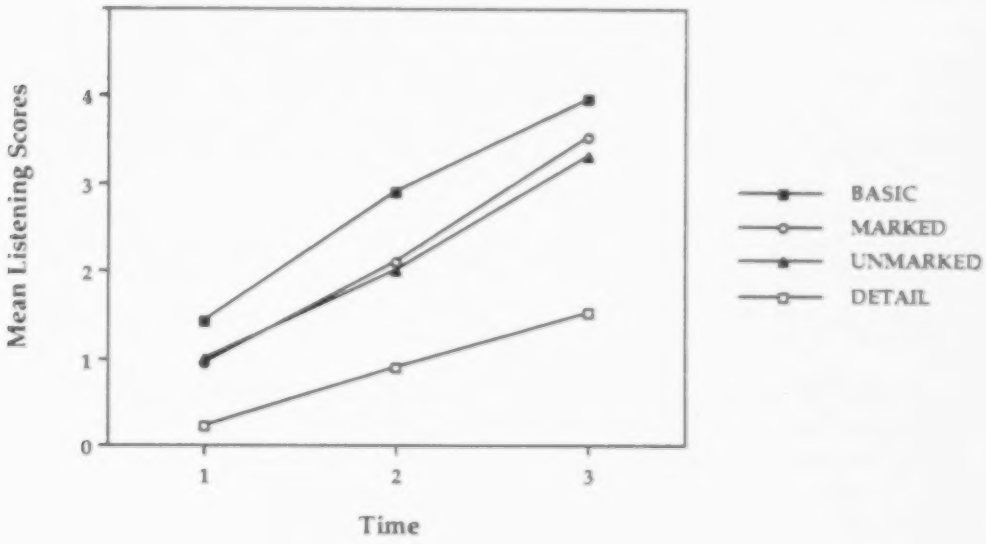
4.2.1 Results of the Listening Task

Listening skills were measured by a listening task administered in Rounds 1, 2 and 3 of the data collection period. The twenty taped instructions consisted of five tokens of each of four direction types; basic, marked paraphrase, unmarked paraphrase and unnecessary detail. (For example, basic: Put a beard on the half bald man.; marked paraphrase: Put a beard, that is hair, on the chin of the half bald man; in other words the man who has a little bit of hair over his ears.; unmarked paraphrase: Put a beard, or hair, on the chin of the half bald man; the man who has a little bit of hair over his ears.; unnecessary detail: Put a beard, you can make it bushy if you like, it doesn't matter, on the half bald man. He'll be the only man with a beard.) There was a twelve second pause after each instruction to give the subjects time to complete the task. On each occasion, the subjects were asked to listen to the instructions and to draw or alter the drawings on the sixteen-celled sheets. The first session was administered to the whole group simultaneously, while the following two sessions were

carried out individually. The tests were subsequently scored and analyzed using a two way repeated measures ANOVA to determine the effects of time and instructional type.

The students' responses to the instructions were scored as correct or incorrect. In order to receive a point, the appropriate drawings had to appear in the cell specified in the instructions. A two-way repeated measures ANOVA with time and instruction type as the within subject variables showed significant main effects ($p<.0001$) and a significant interaction ($p=.01$). When the interaction of time and instruction types was examined in Newman-Keuls tests, it was found that the subjects' scores improved from Round 1 to Round 2 in the basic, marked and unmarked conditions ($p<.01$), as well as in the detail condition ($p<.05$). From Round 2 to Round 3 improvement was again found in the basic, marked and unmarked conditions ($p<.01$) but not in the detail condition. In addition, when comparisons were made at each of the three rounds, the detail instruction scores were significantly lower than the scores for all the other instruction types. The scores on marked and unmarked paraphrase in Round 1 were significantly better at the .05 level, all other differences were significant at the .01 level. (See Figure 1.)

Figure 1 Mean Listening Scores Over Time



4.2.2 Results of the Speaking Task

Students answered the question, "What did you do yesterday?" in Rounds 1 and 3. Responses were tape recorded, then transcribed and analysed for the following characteristics: use of articles, plurals, past tense, self correction, mean length of utterance, and native-like expressions. Then

the number of correct attempts versus the number of obligatory cases for each characteristic were assessed. Comparisons for each characteristic were made between Round 1 and Round 3 responses by using paired *t*-tests.

Use of Articles

The students' use of articles was measured by calculating the percentage of correct instances of definite and indefinite articles (a, an, the) in obligatory contexts. (Example, "We had an early supper", "I read a book")

In Round 1 the group mean for correctly supplying articles in the obligatory case was 59.2% and in Round 3 it was 52.9%. A one-tailed paired *t*-test indicated that there was no difference in performance between Round 1 and Round 3. Students did, however, make more attempts to use articles in their Round 3 speech.

Table 4.1 *T*-test of Articles in Obligatory Contexts in Rounds 1 and 3

Degrees of freedom	Mean X-Y	Paired *t* value	Probability (1-tail)
18	-2.474	-1.22	.1191

Use of Plurals

The students' use of the plural morphemes was measured by calculating the percentage of correct instances in obligatory contexts. (Example, "I had two hamburgers" , "I made two parcels")

In Round 1 the group mean for correctly supplying plurals in obligatory cases was 62.2% and in Round 3 it was 74.1%. A one-tailed paired *t*-test indicated that the improvement was significant.

Table 4.2 *T*-test of Plural Use in Obligatory Contexts in Rounds 1 and 3

Degrees of freedom	Mean X-Y	Paired *t* value	Probability (1-tail)
18	-2.737	-3.546	.0012

Use of the Past Tense

The students' control of the past tense (both regular and irregular) was calculated by determining the percentage of correct usage in obligatory contexts. (Example, "Yesterday I came home, and I cooked Japanese food")

In Round 1 the group mean for correctly supplying the past tense in the obligatory case was 63.8% and in Round 3 it was 77.8%. A one-tailed paired *t*-test showed that the improvement was significant.

Table 4.3 *T*-Test of Past Tense Use in Obligatory Contexts in Rounds 1 and 3

Degrees of freedom	Mean X-Y	Paired *t* value	Probability (1-tail)
18	-13.474	-5.911	.0001

Self-Correction

This identified the percentage of instances of self correction where the students corrected to the target English form. (Example, "I belonged, I belong to...", "I was very tired, so I have - - I had a rest")

In Round 1, the group successfully self-corrected their speech 78.8% of the time and 78.3% of the time in Round 3. A two-tailed paired *t*-test confirmed that there was no difference in accuracy of self-correction over time. Some students self-corrected regularly, while others did not self-correct at all.

Table 4.4 *T*-Test of Self Correction in Rounds 1 and 3

Degrees of freedom	Mean X-Y	Paired *t* value	Probability (2-tail)
18	.263	365	.7193

Mean Length of Utterance

Mean length of utterance or MLU is the number of words spoken by a student in response to the question, "Tell me what you did yesterday?", divided by the total number of utterances, i.e. the average number of words per utterance. During transcription of the speech samples, utterance boundaries were determined by breath patterns, intonation contours and the researcher's general syntactic knowledge.

The mean MLU for the group was 6.9 in Round 1 and increased to 11.1 in Round 3. A one-tail paired *t*-test confirmed that the MLU increased significantly.

Table 4.5 *T*-Test of Mean Length of Utterance in Rounds 1 and 3

Degree of Freedom	Mean X-Y	Paired t value	Probability (1-tail)
18	-4.195	-5.355	.0001

Native-like Expressions

Examples of speech presumed to have been learned in Canada from native speakers of English, rather than from textbooks, were counted. Idiomatic expressions, current slang, and swear words were included in this category.

The use of contractions was also measured. In Round 1 just over half the students used contractions in their speech. Two students used "yeah" instead of "yes". One student used "okay" as a confirmation check. Six students did not use any native-like expressions in answering the question, "What did you do yesterday?"

In Round 3, all students used some slang expressions in their speech. Sixteen students used contractions. Twelve used *yeah*, seven *okay*, six *like*, six *you know*, and four used *'cause*. Three used *gonna*, three *stuff* and two each used *wanna* and *kind of*. Each of the following expressions occurred once in the samples: *eh?, well, like kind of, whatever, actually, pretty good, pretty nice, or whatever, I mean, actually, 'til, oops, pretty hard, right?, I guess, pretty big, poop, wow, sure, humungous, My God!, pretty difficult, or something, cool, like actually, kinda, she goes, I guess, something like that*. The students' speech became much more idiomatic between Rounds 1 and 3, and reflected common patterns found in the speech of their Canadian peers.

4.2.3 Self Ratings of Skills and Improvements

Self Ratings Scale

The students were asked to rate their own speaking/listening/ reading/ writing skill levels and improvement over time on the following scale:

Table 4.6 Self Ratings Scale
On a scale of one to five, please tell me about your English skills. I speak/ listen/read/write English:

1	2	3	4	5
not at all	a little	fairly well	almost fluently	fluently, like a native speaker

Understanding/Listening

The group mean for self rated understanding/listening skills increased as time went on. Only one of the nineteen students did not increase her overall rating of this skill over the course of the year. In Round 1 no one rated her or his skill above 3. In Round 2, two students gave themselves 4's, and in Round 3, eight students gave themselves 4's.

Table 4.7 Understanding/Listening

	Round 1	Round 2	Round 3
Mean	2.3	3.1	3.5

Speaking

The group mean for speaking skills also improved across time. All students individually indicated some increase in skill over time. The highest rating in Round 1 was one 3. The highest rating in Round 2 was one 4. This increased to two 4's in Round 3.

Table 4.8 Speaking

	Round 1	Round 2	Round 3
Mean	1.9	2.9	3.1

Reading

The mean rating for reading increased over time. Two students indicated no individual increases in reading ability. The highest rating in Round 1 was one 4. Three 4's were given in Round 2 and two 4's in Round 3.

Table 4.9 Reading

	Round 1	Round 2	Round 3
Mean	2.5	2.8	3.1

Writing

The self rated group mean for writing increased from Round 1 to Round 2, but remained virtually the same from Round 2 to Round 3. All students felt improvement at some point. The highest ratings for writing were a 3.5, two 4.5's and one 5 in each of Rounds 1, 2 and 3 respectively.

Table 4.10 Writing

	Round 1	Round 2	Round 3
Mean	2.3	3.4	3.3

Changes

Question: Has your English changed since August/December? How? (better, the same, worse)

When asked directly about changes in their skills, seventeen of the nineteen students in Round 2 felt that their overall English skills were better than in August. In Round 3, all the students felt that their English had improved since December.

4.2.4 Motivation

Table 4.11 Whose idea was it for you to come on this program?

	Round 2
own	12
parents	1
both	5
other	1

The majority of the students made their own decision to come on the homestay. Several made the decision in co-operation with their parents.

Table 4.12 What do you want to learn/else do you want to learn?

	Round 1	Round 2	Round 3
English	14	12	1
culture	6	5	4
thinking	7	4	0
lifestyle	5	3	0
about Canada	0	8	0
sports	1	6	6
school	2	3	2
a skill	0	1	5
leisure	1	2	3
personal development	1	1	0
social skills	1	1	0
other	0	0	4

Table 4.13 What have you learned?

	Round 2	Round 3
English	8	9
personal development	8	8
a skill	4	12
sports	4	11
culture	6	8
lifestyle	8	2
about Canada	8	0
leisure	3	4
chores	3	3
thinking	1	1
school	1	1
social skills	1	2
other	3	2

Learning English was the most often mentioned learning pursuit of the homestay. Students both wanted to learn and felt that they had learned English. Students expressed a desire, which was realized, to learn about culture and customs, including Canadian family life, special occasions and cultural differences between Japanese and Canadian ways of life. Throughout the homestay students learned about leisure activities, school, social skills and lifestyle and continued to want to learn more about these aspects of Canadian life.

In Round 1 several students expected to learn about the way Canadians think. In Round 2 they still hoped to learn more, but made few mentions of what they had learned about thinking.

At the outset students did not mention learning skills, sports and chores, or about Canada or their own personal development. In Round 2 students reported learning skills such as cooking, working with computers, playing a musical instrument and typing. Learning sports was mentioned more as time went by. Skiing, skating, hockey and Tae Kwon Do were the most popular. Students learned how to do chores, from chopping wood to baby-sitting to mowing the lawn to housework. One of the boys learned to clean the bathroom, vacuum, use the dishwasher, wipe the table and peel potatoes. By Round 2 students found out about Canadian food, government, weather and school and many students wanted to learn more about Canadian government and history. A separate question in the interview deals specifically with learning about Canada.

By Round 3 many of the students reported on personal development. Some learned independence, or about their families, their personal appearance, other people and life in general, as well as about how to accept their own limitations.

In Round 3 some hoped that they would be able to learn how to deal with leaving Canada. Some students left wanting to know more about Canadian culture or wishing that they had learned another sport or skill.

Table 4.14 What is the best way for you to learn something?

	Round 1	Round 2	Round 3
other people	12	14	8
experiential learning	1	4	9
from AV	4	1	1
practice	4	0	0
reading	1	2	1
speaking	0	2	1
listening	0	2	1
observation	0	0	3
attitude	0	0	3
enjoyment	0	0	3
other	3	3	3

Initially the students felt that the best way to learn was from other people, although by Round 3 several students reported that to experience something was the best way to learn. Student 06 simply said, "See it. Do it. Hear it." In Round l they felt that talking to many people and making lots of friends would help them learn. In Round 2 more students mentioned learning by talking with other people and added the importance of asking questions.

Practice, in the sense of repetition and trying harder were mentioned only in the early stages of the homestay. Instruction from a teacher or in a class was mentioned as the best way to learn by only two students.

Table 4.15 Why do you want to learn more English?

	Round 1	Round 3
learning	3	13
enjoyment	8	3
job	7	4
international communication	6	3
travel	3	4
social	2	4
culture	3	0

Table 4.15, continued

further education	0	3
compulsory	1	1
entertainment	0	2
other	2	2

Although many students said that they planned to have a job in the future which would use English, learning and enjoyment were more frequently mentioned reasons for studying more English.

Table 4.16 Do you want to learn more reading/ writing/ speaking/ listening?

	Round 1	Round 3
speaking	9	11
all skills	3	10
listening	5	2
writing	2	1
reading	0	0
other	4	0

Table 4.17 How will you learn more English back in Japan?

	Round 3
instruction	15
social	12
independent study	10
travel	8
media/entertainment	7
job	3

All students said that they wanted to learn more English after the homestay ended. Interestingly enough, even though in a previous question only two students had cited instruction as the best way to learn something, three quarters of the students said that they would pursue further instruction in English when they returned to Japan. Half mentioned further study at high school in Japan or at a private conversation school or class and almost as many considered studying English at a *juku*. Some mentioned further English study at a Japanese university.

Half of the students expressed a desire to use social contact to continue to learn English. They wanted to talk to English speakers, including native-speaking teachers of English, in Japan.

Several students indicated that they would engage in independent study of English from books, English language study tapes and by writing or calling friends in Canada. Others wanted to travel, especially back to Canada, in order to keep up their English. Some felt that they could continue to study English from such English media as radio, TV and movies. A few hoped to get part time jobs where they could use English.

Student 15 in Round 3 explained her desire to learn more English and indicated a high level of motivation. "I haven't been able to speak not enough yet. And I know I have to speak and I have to meet a lot of people and I have to go a lot of place in the world, so I have to master the English. I have to speak. I have to understand. And I have to communicate with the people. So the English is like, it's not just language for me it's like one of the skills -- no hand for me. Like if I don't have - - if I didn't have the arm it's very uncom -- no, it's inconvenient for me. So if I didn't know English it's very inconvenient so I have to know it. I have to understand. I have to master. And I still like to speak, to learn, to write, to read English. I'm still interested in English. Still a lot to learn. There's lots."

Table 4.18 What are the advantages of knowing English?

	Round 1	Round 2	Round 3
international communication	8	8	7
communication	2	7	8
job	6	3	8
social	2	6	8
travel	5	3	8
learning	4	6	6
thinking	2	4	6
culture	3	3	4
entertainment	1	4	4
further education	3	3	3
other	0	1	2

The most frequently stated advantage of knowing English was international communication. Many students felt that English allowed them to communicate with many different people. Several felt that it was also an advantage to be able to talk to and help foreigners in Japan. This feeling remained constant throughout the homestay.

General communication was mentioned often. English could help them to speak with many people. Answers in this category did not emphasize a difference in the culture or nationality of the communicators. Many felt that knowing English led to job opportunities. There was an increase throughout

the homestay in the number of students who saw social advantages to knowing English. They could meet people and make friends.

Overall, more students recognized advantages to learning English the longer they stayed in Canada. "It makes my world bigger", said Student 10 in Round 3, and this sentiment was shared by others.

Table 4.19 What are the disadvantages of not knowing English?

	Round 1	Round 2	Round 3
communication	4	10	9
international communication	5	7	4
travel	3	3	10
thinking	5	1	4
learning	3	3	4
social	1	5	3
culture	2	4	1
entertainment	1	1	3
other	2	2	4

The major disadvantage of not knowing English encompassed communication problems. Without English students would be unable to communicate to other people. In the international sense, students would only be able to communicate with other Japanese and could not meet people from other countries or help foreigners in Japan.

Without English, travel would be difficult or could not be done independent of a translator or tour guide. This sentiment was most evident in Round 3. For some it would be a disadvantage to not know English because it would make it harder to understand other people's thinking and would keep one's world small.

Table 4.20 How did you keep up with your classes?

	Round 3
asked teacher	14
asked friends	13
borrowed notes	13
familiar content	4
reliance decreased	3
teacher adjustment	3
asked host parent	3
other	10

Most students kept up with classes by asking the teacher for extra help. Nearly as many asked friends, mostly Canadian friends, but early in the homestay Japanese ones, for help or borrowed classmates' notes. Some students took classes with content familiar to them already. Others mentioned that their reliance on other people decreased over time. Some teachers gave special consideration to the Japanese students by extending deadlines or modifying requirements. Host parents helped some students with school work. Individuals found easier books on similar content, extra reading and studying or using the dictionary to be helpful. Most students were motivated to keep up with their classes and found strategies to compensate for their language ability, however there were those with problems. When asked this question, Student 09 said, "I didn't".

Table 4.21 Have your strategies or personal ways to learn English changed since you came to Canada?

	Round 3
Canada	
interaction	13
memorization	6
less or no memorization	6
listening	5
reading	4
media	3
dictionary	3
writing	3
other	6
Japan	
memorization	8
other	2

The students' strategies for learning English became more interactive and outwardly focused in Canada. They spoke more to other people, asked questions and modeled speech which they heard. They also listened, read, watched TV or videos, consulted their dictionaries carefully and tried new ways of using writing to help them learn English. Although several students still relied on memorization in Canada, an equal number said that they memorized less than in Japan or not at all. The main strategy that could be described for learning English in Japan was memorization. "My study was based on the -- just memorizing in Japan. Sometimes it helped me but mostly it didn't help so much. And I just forgot ten minutes later I wrote the test in Japan." (Student 10, Round 3)

Table 4.22 Will you use new ways/strategies to learn English back in Japan? Which ones?

	Round 3
yes	11
no	3
other	5
Which ones?	
media	6
independent	5
social	5
thinking	2
instruction	1
other	1

The majority of the students said that they would use new ways to learn English back in Japan. Three students felt that they would not use any new strategies. Three of the other five planned to return to Canada for another year.

Five of the students planned to study existing English language materials independently. Many of the other new ways to learn English in Japan could be regarded as cultural pursuits such as viewing and reading English language media intended for native speakers and speaking to native speakers of English in social settings in Japan. Two planned to continue to think in English and one wanted to take a conversation course outside of school.

4.3 DEVELOPMENT OF CROSS-CULTURAL AWARENESS

4.3.1 Attitudes to the English Language and Its Study

Table 4.23 Do you like to study English? Why?

	Round 1	Round 2	Round 3
yes	13	15	16
no	3	2	1
other	3	2	2
Why?			
enjoyment	14	7	9
learning	4	6	9

Table 4.23, continued

social	0	5	3
communication	1	1	5
other	7	5	3

When asked, most students said that they liked to study English. There was a trend for more students to like it over time.

The students who did not like to study English in Round 1 did not like studying generally or did not like to study for the compulsory university entrance exams. Student 01, who did not like to study English, had difficulty in Round 3, because "You have to know lots of words here", and speak, read and listen in English all the time.

For most students studying English gave enjoyment. In the words of Student 06 in Round 3, "In Canada it's good. I don't have to stay in the desk -- on the desk. Like talking is learning English too. Like playing with friends is learning English too so it's fun."

The number of students who liked studying English because of the learning involved increased across the rounds. By Round 2 students said they could speak about culture and use the skills they learned in Japan. In Round 3, they mentioned learning about other things through English, including news stories, and learning from people instead of textbooks. They learned slang, were motivated to speak, and compared information learned in Japan with that learned in Canada. As Student 10 said in Round 3, "If I study more I see more things to learn."

The difficulty of studying English was mentioned by three students in Round 1, even though they liked to study it, and by two students in Round 2, one who liked to study English and one who did not. By Round 3 only one student mentioned having difficulty.

Table 4.24 Do you like to speak English? Why?

	Round 1	Round 2	Round 3
yes	18	18	17
no	0	1	1
other	1	0	1
Why?			
enjoyment	5	8	5
communication	3	4	8
social	0	7	4
self expression	0	6	5

Table 4.24, continued

learning	2	1	7
sound	3	0	2
preferred over other skills	2	0	1
other	1	1	0

Enjoyment was the most frequently given reason across the rounds for speaking English. Students in Round 1 found that speaking English was fun and they liked the differences between English and Japanese. In Round 2, more students found speaking enjoyable. In Round 3, although the number of students citing enjoyment decreased, it was still fun. Student 10 said, "Before I didn't like it because people didn't understand so much and I was scared of talking in English and I was kind of shy. (Now) every time I feel the people understand me I feel good and I can tell -- I can say what I want to say." (Round 3)

Communication reasons were given more frequently by students over time. By Round 3, students reported being able to talk to people, know the ideas of others, know people well and learn real English from their friends. They found it easier to speak to English-speaking adults than Japanese ones, because in English they did not have to concern themselves with the use of honorific speech.

Social reasons were not mentioned in Round 1 as students had no previous opportunity to use English in social situations, but in Round 2 they were important. The majority of those who gave social reasons liked speaking English because they could make friends. Fewer gave social answers in Round 3.

Self expression was not mentioned in Round 1, but in Round 2, several gave such reasons. When they spoke English they could say what they were thinking and have their personality understood. As Student 18 said, "People can know me well." In Round 3 a similar number of students could express their feelings and thinking. They did not find it necessary to be as polite in English as in Japanese, as students' and teachers' language seemed more equal in Canada. For Student 11, it was important that, "I can tell my opinion." Self expression became important in the second half of the homestay.

It was not until Round 3 that learning was cited by more than two people as a reason to like to speak English. Students reported that they could learn and teach others, improve, find differences between English and Japanese, and feel good when understood. They could even learn from mistakes. "I'm Japanese. It's natural for me to make mistakes", said Student 15.

In Round 1, seven students mentioned difficulties in speaking English. In Rounds 2 and 3, three students mentioned difficulties. Student 01 who still had difficulty at this point, said "I don't like speaking English. It makes me tired." Two others who liked it said pronunciation was difficult. Student 09 was upset in Round 3 that, "I can't speak very much with friend so I always just listening. That's not good. I want to say something, but I don't understand what is he saying." Speaking was perceived to be less difficult for most students as the homestay progressed.

Table 4.25 Do you like to listen to English? Why?

	Round 1	Round 2	Round 3
yes	14	16	16
no	1	2	0
sometimes	4	0	2
other	0	1	1
Why?			
enjoyment	7	6	9
learning	5	6	11
entertainment	2	4	8
sound	3	1	1
other	0	1	2

The number of students who liked to listen to English increased slightly over time. By the end fewer students said no or gave a conditional answer.

Enjoyment was a frequently given reason for liking to listen to English. In Round 1 listening to English was interesting, fun and rewarding. In Round 2 the majority of those citing enjoyment were happy when they understood. This feeling was stated again in Round 3.

Learning, as a reason for liking to listen to English, increased. In Round 1 listening helped memorization and was a good learning process. It also helped students to understand people. In Round 2, students reported learning vocabulary, speaking skills and world events. Round 3 held the most mentions of learning. Listening skill reportedly improved for four. Some learned vocabulary, slang and information. Listening also helped their speaking, and let them learn someone else's opinion. "It's good to listen to understand more", said Student 07 in Round 3.

In Round 1 listening gave access to entertainment for only two students. They could understand movies without subtitles and watch TV. In Round 2 listening was a key to entertainment for twice as many students. They enjoyed recorded music, radio information, and music on the

radio. By Round 3, several students listened to their own music, or the radio, and watched TV or movies. One used imagination when listening to something in English.

In Rounds 1 and 2 difficulty was cited by eight then nine students. By Round 3, only half as many mentioned difficulty. These students expressed a lack of confidence in their listening skills. At this point, Student 09 estimated understanding about half of what was heard, "That's make me so mad by myself. If I can understand English more, that's more fun." Listening to English continued to pose difficulty for many students up to Round 2, but by the end of the homestay, listening was perceived to be less difficult.

Table 4.26 Do you like to read English? Why?

	Round 1	Round 2	Round 3
yes	12	5	9
no	4	9	4
sometimes	3	2	5
other	0	3	1
Why?			
enjoyment	7	1	11
learning	3	5	4
preferred skill	2	1	2
other	0	0	1

The number of students who liked to read English decreased in the first few months of the homestay, then increased again by the end. Across the rounds reading was preferred over other language skills because it was easier than speaking or listening, and gave more time to think or review.

Reading English was enjoyable in Round 1 when students read for pleasure. It was interesting, fun to look up meanings, and the pronunciation and the nuances were enjoyable. However, only one student liked reading because of enjoyment in Round 2. Then, in Round 3, eleven students reported that reading gave them enjoyment. This enjoyment depended on the book or type of material.

Answers in the category of learning increased in the latter part of the homestay. Initially, reading English was reported to be different from reading Japanese and was a likeable learning process. By Round 2, five students liked reading because of learning. They saw improvement and liked reading when it was of interest to them, when they could understand, and when they could feel progress. This number was similar in Round 3. Again

students could feel progress. It helped them learn to speak, and they could read original works of literature rather than translations.

In Round 1 difficulty was mentioned by nine students, including the four who did not like to read, and the three whose answer was sometimes. Several mentioned not knowing many English words. Another said that reading took time. Two students felt they were not good at it, but did not mind it. Others felt bad to see words not known to them, considered reading hard work or could not understand enough. Difficulty was mentioned by fourteen students in Round 2. Four could not read many words. Four used the dictionary. Others found that reading took a long time or thought it was boring. By Round 3, twelve students mentioned the difficulty of reading. It made them sleepy or angry or was not interesting. For some, reading textbooks was difficult, their vocabularies were small and dictionaries were still needed. For others reading took a long time, and as Student 10 put it, its likeability "depends on my mood."

Table 4.27 Do you like to write English? Why?

	Round 1	Round 2	Round 3
yes	10	16	16
no	2	1	1
sometimes	7	2	2
Why?			
personal expression	3	9	9
learning	3	1	9
enjoyment	2	4	6
preferred skill	3	6	3
communication	3	1	0
other preferred	3	0	1

The number of students who liked to write English increased in Round 2 and remained stable to the end of the homestay.

In Round 1, some students cited personal expression as a reason to like writing. They wrote diaries, letters or personal thoughts. In the next round this number tripled. More wrote letters and diaries to, as Student 13 said, "speak my mind". Again in Round 3, nine students mentioned personal expression with even more of these writing letters diaries, or opinions. One liked the fact that mistakes did not matter in personal writing.

In Round 1, three students liked learning through writing including one who said that it helped memorizing. In Round 2, fewer students offered answers in this category. The greatest increase in responses citing learning came in Round 3. Several noted improvement in their own writing such as

using the dictionary less, learning to proof read, thinking in English, using new vocabulary and grammar, and writing faster.

In Round 1 students who found enjoyment in writing, also liked writing Japanese and gained a feeling of accomplishment from writing. This number doubled in Round 2. Some reported that writing English was less difficult than writing Japanese. By Round 3 writing was a positive experience for half the group.

In Round 1, students who preferred writing over other skills agreed that it was easier than speaking. By Round 2, this figure doubled. They appreciated the fact that a dictionary or other help could be consulted. By Round 3, the number of students preferring writing over other skills was back to three. Two said it was easier than speaking. "I can have time or I can organize what I want to say", said Student 15 in Round 3.

Initially, three students liked writing for its ease of communication. It gave them more time to think and edit. Communication was mentioned again only once in Round 2 by a student who felt better understood through writing than speaking.

In Round 1, two students preferred other skills, in this case, speaking over writing. This sentiment was not repeated until Round 3, and then only by one student.

Seven students mentioned the difficulty of writing in Round 1. Grammar, as well as tests and class compositions were reportedly difficult. Lack of perceived writing ability caused difficulty for three students. By Round 2 the number of students reporting difficulty decreased by nearly half to four. This included the two who liked to write only sometimes. Others said that spelling was difficult, and writing took time or was limiting. In Round 3 the number of students reporting difficulty increased to six. It was reportedly hard to make sentences or essays, to get ideas and to make corrections. Two also noted the difficulty of spelling words correctly. The student who did not like to write in Round 2 gave no reason why, but in Round 3 the same student mentioned liking to copy writing, not to create it.

4.3.2 Entertainment

Table 4.28 Do you like/watch/listen to English movies/TV/music/radio? Does it help you learn English? How?

	Movies			TV			Music			Radio		
	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3
yes	19	19	18	na	17	17	17	16	18	na	4	9
no	0	0	1	na	2	2	2	2	0	na	4	9
other	0	0	0	na	0	0	0	1	1	na	11	1
Help?												
yes	na	15	17	na	16	17	na	7	13	na	2	9
no	na	2	0	na	0	0	na	8	5	na	4	0
other	na	2	0	na	3	2	na	4	1	na	15	1

* na = not asked

Movies

In Round 1 all students liked to watch English movies, although it posed various difficulties for them. They expressed this through the interpreter, "...at this point, he's only watching the -- what's happening and he -- and then he will grasp the feeling of it so he doesn't really have enough energy to listen to English." (Student 09) Dependence on subtitles was also mentioned through the interpreter, "In Japan because of the subtitles you pay attention more to that rather than listening to it so it interferes with your concentration to listen to it." (Student 11) When asked if movies helped with learning English, Student 16 said that "She thinks it helps, but you have to work at it. You can't just sit, relax and watch, you also have to pay attention to it. Then it will be a help." In Rounds 2 and 3, the students watched English movies and the majority said it helped them with their English.

In Round 3, students enjoyed learning through movies because it was more motivating than assignments, easier than using the dictionary and sometimes relaxing.

TV

In Rounds 2 and 3, most students watched TV at least sometimes. Most of these felt it helped them to learn English. Results were the same in Round 3.

From Round 2 to Round 3 the number of students who felt that TV improved their listening ability increased greatly. Concentrated listening helped them understand the normal rate and topics of speech on TV. "They

talk fast. So I don't understand when I'm not listening really." (Student 07, Round 3)

Initially, three students mentioned that the action on TV helped them learn English. By the end of the homestay, this aided understanding for many more, including one who mentioned guessing what was said from the action.

At first some students found TV enjoyable because it was funny, and taught them when to laugh. In Round 3 more students found enjoyment in watching TV because it could be discussed daily with friends.

Although it was not mentioned in Round 1, by the end of the homestay many students modeled words and sentences from TV in their own conversation. One found that advertisements were short, easy to remember segments of speech.

Some students mentioned that the news was helpful, as was the repetitive nature of TV. Cartoons were difficult because of unclear speech, but most television content was interesting and gave students something to discuss with others.

One student mentioned talking back to the TV for practice. "One day I was doing that and my host brother came. 'Who are you talking to? You're weird.'" (Student 05, Round 3)

Music

In the first round, all but two students liked English music even though it was too fast and hard to understand. Student 13 said "Yes, but I understand a little." Student 14 did not listen to English music, because as the interpreter explained, "He listens to more Japanese music because he can understand more and he likes the use of words in Japanese songs." Student 19 added, "Because I can't -- can not understand the lyric."

The number of students who listened to English music at least sometimes decreased slightly in Round 2 and increased again in Round 3. In Round 2, students were nearly evenly divided on whether or not music helped them to learn English. By the end of the homestay the consensus was that music helped their English.

In Round 2, those who found music helpful listened while they read the words or sang along. Others listened to country music because it has clear words, checked the dictionary for words they heard or asked others about words. In Round 3 many more students used these strategies to make the most of listening to English music, plus some listened repeatedly to the same songs to help them learn. In Round 2 one student borrowed stories on tape from the library for ESL students.

Several students agreed with Student 07 in Round 3 that listening to music was, "Just for fun I think. I don't understand what they're singing so much." Others did not listen so carefully or found it too fast or hard to understand English songs.

Radio

In Round 2, some students mentioned listening to the radio so the question was added to the Round 3 interview. At that point, half of those asked did listen to the radio. Most of those said it helped their English listening. Regular listening and repeating what they heard were helpful for some. Those who did not listen to the radio found it too fast, could not get a radio station or found the local station boring.

Entertainment

Overall, students found that taking advantage of English entertainment was helpful for learning English and was enjoyable. They found movies and TV to be the most helpful. Music was helpful only if students made a conscious effort to pay attention to the words.

4.3.3 School

Table 4.29 What are your favourite subjects at school in Canada? Why?

	Round 2	Round 3
Math	6	5
English	3	4
Typing	3	3
Physical Education	2	2
Chemistry	2	0
Food Science	2	1
Music	1	1
Art	1	2
Social Studies	1	2
Drama	0	2
Other	1	3
Why?		
enjoyment	10	11
academic	10	7
social	5	6
teacher	0	4
learning	0	5

In both semesters, Math was the most favoured subject. English and Typing were the next most popular subjects. Of the thirteen favourite subjects, only three were language based.

Enjoyment was the most common reason given in Rounds 2 and 3. Several students had fun in those classes and liked the activities. Others loved the subject, felt no pressure, or had opportunities to travel or meet kind teachers. In Round 3 one student enjoyed not having to think about English in a favourite class.

In Rounds 2 and 3, several students gave academic reasons for choosing their favourite subjects. Some found them easy and others had already learned similar content in Japan.

Social reasons were equally important in each round. Students had friends in their favourite class and this was important.

Learning emerged as a factor in Round 3. Students learned speaking and listening, had a previous interest in the content, found the class getting easier and their marks improving, and thought the learning was related to a career goal. Also in Round 3 funny, nice, kind, helpful or talkative teachers were an element of favourite classes.

Table 4.30 Which class helps you most with your English? Why?

	Round 2	Round 3
English	9	7
Social Studies	6	8
CALM	5	0
Other	5	7
Why?		
communication	12	12
writing	5	10
reading	4	8
teacher/classmates	5	5
learning	0	5
thinking	3	1
content	2	1
other	0	2

In Rounds 2 and 3, English and Social Studies were the classes chosen as the most helpful for learning English. One student found Math helpful for English because of tutoring other Canadian students in the class. Biology, Food Science, Work Experience, Science, Drama, ESL, Religion, Math, and Law were cited by individual students as being helpful.

In Round 2 the most helpful classes involved lots of communication. Students said they could talk in that class, benefit from class discussion around them, and learn from the teacher talking. In Round 3 interactive communication was still important. Discussion, and listening in the class helped their English, as did asking questions of the teacher.

From Round 2 to 3 the numbers of students who said that lots of writing and reading in the class helped them doubled. Written homework and tests were helpful as was rewriting classroom notes.

The value of helpful teachers and students in a class remained a factor for a consistent number of students across the rounds. Even socializing in class was of help to their English.

Specific examples of why a class helped with learning English emerged in Round 3. Some students learned new vocabulary while others learned about new English structures or Canadian culture. Thinking about class content or about the personal relevance of a class helped students more in Round 2 than Round 3. Student 15, in Round 3 felt that, "Everything help me a lot."

4.3.4 Views on English

Question: Is learning English in Canada different than learning English in Japan? How?

In both Rounds 2 and 3, all students agreed that learning English in Canada was different than learning English in Japan.

The biggest difference noted was that they had studied English grammar in Japan, but not in Canada. Several students said that there was more memorization and less conversation in Japan. Reading, writing, testing and translation were the main methods used to learn English. English was used only at school and not thought to have practical applications in the outside world. In Round 3, Student 11 said, "I didn't study how to speak English in Canada, like if I heard the something I can use, you know I'm memorizing English because my friends -- around my friends, my teachers, my -- of course my host family's conversation. But Japanese English is just memorizing from the paper. That is different. So different."

As time passed, more students remarked that learning about speaking and hearing English was the biggest difference in Canada. They were involved in discussions using English not just learning about English. The students saw themselves as using more native-like English as they learned more slang, thought more in English, translated less and studied less

grammar. Students valued the opportunity to study English in Canada. "When I lived in Japan I couldn't get real English.", said Student 12 in Round 3.

Table 4.31 Do you agree with compulsory study of English in Japanese high schools?

	Round 1	Round 3
yes	17	11
no	2	6
do not know	0	2
Why?		
international communication	9	7
enjoyment	6	0
domestic use	0	4
job	1	2
travel	0	3
communication	0	3
other	4	3
Why not?		
freedom of choice	2	7
other	1	0

Although most students in each round agreed with the compulsory study of English, by the end of the homestay the number of students who disagreed with it increased. The number of those who were unsure also increased.

In both rounds, the most common reasons for agreeing with compulsory English education fell into the category of international communication. In Rounds 1 and 3 several students felt that English was an international language or talked about having communication with many people all over the world. English was perceived to be a common language necessary for an international society.

The next most common reason for agreeing with compulsory study was enjoyment, however this was mentioned only in Round 1.

In Round 3 students agreed with compulsory study of English because of its uses on the domestic front. They said that tourism in Japan is increasing, that Japanese English is funny, that studying English helps Japan fit into the world and that there is lots of English in Japan now. One recommended that Japanese students should study English from a younger age.

In Round 1 a small number disagreed with compulsory English education in Japanese high schools because they felt that there should be freedom of choice. In Round 3, the freedom to choose not to study English or to be able to study other languages became an issue for several more students.

Student 11 said in Round 3, "Mmm. Beats me!", then added, "English is not memorizing. English is more -- speaking is English, I think. And reading like -- reading the English book is like real English. Japanese English is just quizzing like mathematics, how to do -- how to get the right answers."

Table 4.32 Do you think that learning English will help you in the future? How?

	Round 1	Round 2	Round 3
yes	18	18	19
no	0	0	0
maybe	1	1	0
How?			
job	13	16	15
further study	2	4	8
travel	0	1	8
other	7	2	6

Across all three rounds all students felt that learning English could help them to some degree in the future.

Overall, finding a job was the most commonly mentioned benefit of studying English. In Round 1 students aspired to be tour escorts, interpreters, translators, secretaries, English teachers or English teaching assistants. They considered work in publishing, trading companies or anything involving English. In Round 2 the jobs of movie director and teacher of Japanese in a foreign country were added. New jobs mentioned in Round 3 were private English tutor, pilot and lawyer. One also valued English for business travel in the future.

In each round the number of students citing the benefits of English in their further studies doubled. In Round 1 students talked about studying English through international law or for entrance exams to Japanese universities. In Round 2 students mentioned further study in terms of entrance exams as well as at a Japanese university. In Round 3 further study expanded to include the study of computers. At this point five students expressed an interest in studying at Canadian universities.

The idea of English study being beneficial for travel in the future was not brought up until Round 2 and then by only one student. However, in Round 3, eight students commented on this benefit. Some said it would help them live in Canada again, others thought that they could travel alone without tours and speak to local people, see daily life in a foreign country and live or do business there because they had learned English.

Learning English was thought to be helpful for the future because of the nature of international communication. In Round 1 students felt that Japan is becoming an international society and that English is the single common language needed to understand people from other countries in Japan or abroad. International communication was mentioned only once in Round 2, but in Round 3 students again commented on being able to use English with people from other countries.

Table 4.33 Will knowing English help you to understand English-speaking people and their way of life or culture? How?

	Round 1	Round 2	Round 3
yes	14	18	19
no	0	1	0
unsure	5	0	0
How?			
communication	7	9	7
direct observation	0	9	10
experiential learning	2	4	8
language link	4	2	7
thinking	1	2	10
other	7	1	0

As the homestay progressed, more students became sure that knowing English helped them to understand English-speaking people and their way of life or culture. Communication was mentioned consistently across the three rounds as the main reason for this. In Round 1, students reported learning about culture by communicating directly with Canadians. In Round 2, students said they asked questions, discussed things with the host family and experienced real conversation in Canada. In Round 3 students talked with Canadians specifically about culture and cultural issues such as U.S. and Canadian relations, and aboriginal peoples.

Starting in Round 2, students said that direct observations of culture were possible because they knew English. Students watched the way of life, talked about culture and learned through humour, all without a translator. Students directly observed culture by comparing Japan and Canada in both

rounds. In Round 3 they found Canada to be different from the books they had read. One said that books found in Japan about Canada described only its natural beauty, when in fact not all Canadians lived in that environment. Another said books may be outdated. "I found some book about Japan in Canada and I read that. It's not true I think. It's true I think, but most of their books are old like the pictures are old, 20 or 10 years ago I think, so I'm afraid they misunderstood about Japan so I think if I read about Canada in Japan it's difference I think -- it's different." (Student 06, Round 3)

The number of students who felt that they came to understand culture more through experiential learning doubled in each successive round. Experiential learning is distinguished from direct observation in that the students were active participants in their learning and then made cultural observations about it Ongoing experiences with everyday lifestyles as well as special occasions and traditions gave the students the sense of coming to know Canadian culture.

In Round 1 students made direct links between culture and language. Three reported seeing culture through language and two felt they could express themselves differently in a different language because of communicative style. In both Rounds 2 and 3, the same student said that English seemed cold and direct. Words could hurt in English more than in Japanese. Therefore, English seemed rude, and "I'm getting to be like that. I'm afraid when I go back to Japan. 'Oh, you're rude!' What! I'll be in trouble. I hope not. I can control it. I can manage it, I hope. That's different. I understand now. And there's lots of like express -- the way of expressing their feeling. That's very different. In Japan like we don't express our feelings and so I like that. I like to express a feeling. If I want to cry, I just cry. Whenever I'm angry, like I'm angry. To express, that's good." (Student 15, Round 3) Another noted in Rounds 2 and 3 that Canadians do not say that they are sorry as often as Japanese do. In Round 3, students still linked culture and language. One felt that language <u>is</u> culture and creates borders according to accent or heritage, therefore separating people. Students commented on the differences between Japanese and English. They reported how they did not have to use formal language to talk to teachers. In Japan students must use very formal and polite language called *keigo* to speak to teachers. One student found *keigo* hard to remember at the end of the homestay. Another said that feelings were easier to express in English than in Japanese and a third said that English speakers, especially women, express opinions more often. A fourth said that the English language itself is more open than Japanese. Yet another felt that English speakers were easy-going and did not pay so much attention to detail. This student also felt that differences between British, Canadian and American English pointed out cultural differences.

The student who said that knowing English did not help to understand culture, could not discern any one tradition or culture in Canada. Therefore understanding Canadian thinking was hard. "I asked what is Canadian

culture and they said, 'No. No. Nothing. Each culture has make a one.' Canadian culture fuzzy...They have no objects. Like air....I know Canadian culture, but I can't say what is it." (Student 14, Round 3)

More students in each successive round felt that knowing English helped them to understand culture in the sense of how people think. By Round 3, six of the ten who mentioned thinking felt they could understand how Canadians think, two found it hard and one said that the thinking of Canadians is very different than that of Japanese. Another mentioned being able to understand Canadian thinking by discussing social issues with Canadians. For example, "If I reading book, just reading book about it, like about ... abortion that issue, like just I said "Why?". But now I could understand them too ... I could understand their decision too, but my decision is different." (Student 12, Round 3)

Table 4.34 Will knowing English make you a better educated person? How? How not?

	Round 1	Round 2	Round 3
yes	17	15	16
no	1	2	1
other	1	2	2
<u>How?</u>			
learning	6	16	12
culture	6	2	3
thinking	3	0	2
advantage	1	1	2
direct observation	3	0	0
other	4	1	9
<u>How not?</u>			
hobby	1	1	1
life experience	1	1	0
more educated in Japan	0	0	1

Across the rounds, most students believed that learning English made them more educated.

Over time students believed that what they learned about English made an important contribution to their education. In Round 1 learning English added to the students' knowledge. In Round 2 this belief persisted and they felt that learning how Canadians think added to their education as did various other learning experiences during the homestay. In Round 3 some felt that learning different things than those they would have learned

in Japan added to their education. Again a range of individual learning experiences encountered during the homestay were found to be educational.

Across the rounds learning culture was cited as being one way of becoming better educated through learning English. A student in Round 2 wanted to be able to teach Canadian culture to other people, and two students in Round 3 felt that it would be beneficial to know and use elements of both Canadian and Japanese culture.

Students in Round 1 felt that exposure to other ways of thinking helped to broaden their point of view and thus added to their education. This was re-iterated in Round 3.

Throughout the homestay students felt that learning English gave them an educational advantage over those who had remained in Japan because in Canada they were learning more or different things. Direct observation which added to students' knowledge was seen as educationally beneficial in Round 1, as was experiential learning in Rounds 1 and 3. Experience through English with international communication in Rounds 1 and 3, as well as job possibilities and personal development in Round 3 were all considered to build on a good education. In Rounds 2 and 3 students felt that learning English had opened doors for them to more readily obtain further education and thus considered themselves to be better educated or able to become better educated.

One student maintained across the rounds that studying English was just an interest or hobby that did not contribute to being better educated. Another felt that it was a life experience and not education in the first two rounds. In the last round a third student felt that a better education could be received in Japan.

Table 4.35 Has your idea about what is important about learning English changed since you came to Canada?

	Round 3
Japan	
good marks	5
for future	3
for university entrance	3
communication	2
speaking	2
writing	2
other	6

Table 4.35, continued

Canada	
speaking	5
communication	3
learning	3
for future	2
friends	2
other	6

This question was asked only in Round 3. When asked to reflect back on their feelings about the importance of English, several students thought that the most important thing about studying English in Japan was getting good marks. Some felt it was important for the future or for university entrance exams. Communication, speaking and writing were important to a small number.

After a year in Canada, students placed more emphasis on speaking English, communicating and learning other things through English. Some felt that it would be important for the future and for making friends. Others placed individual importance on different aspects of learning English.

4.3.5 Knowledge About The Host Country

Table 4.36 Why did you choose Canada?

	Round 1
nature	9
safety	9
curiosity	7
space	5
parent's recommendation	2
people	2
Canadian English	1

Canada's natural beauty and its reputation for being safe, especially for being safer than the U.S., were the most often cited reasons for choosing Canada as a place to experience a homestay. Several students were also curious about Canada, because it is relatively unknown in Japan; many students go to the U.S. and it would be good to find out the differences between the U.S. and Canada. One student said that Canadian English does not have a strong accent, so that notion influenced her decision.

Table 4.37 Did you learn about Canada at school in Japan?

	Round 1
yes	2
no	9
a little	8

Table 4.38 How did you learn about Canada in Japan?

	Round 1
school	10
reading	10
other people	2
homestay program	2
other	1

Most students learned at least a little about Canada in school in Japan, most often in Geography class. One student attended a school founded by a Canadian in Japan. Ten students read about Canada on their own in tourist guide books, pamphlets, historical books or a translation of Anne of Green Gables. One student did some research in the library.

Students also learned about Canada from other people, including a Canadian assistant teacher. Only two mentioned learning about Canada from the homestay program through a WYS pamphlet and a pre-departure orientation.

Question: What kinds of things did you learn about Canada in Japan?

Before coming to Canada students claimed to have the most knowledge about its geography and culture. Geographical knowledge included the size, location and shape of Canada and the names of the provinces. Cultural knowledge included knowing a little about the Canadian way of life and that Canada was a mixture of different cultures. Students had some vague notions about Canadian nature and had read about several tourist spots. Other information about Canada was sparse and even the top categories contained mentions from less than one third of the students. Two students claimed to know the name of "president" of Canada and one admitted to knowing nothing in particular.

Table 4.39 What did you learn about Canada this year?

	Round 3
culture	11
people	11
school system	10
lifestyle	10
government	9
weather	9
nature/wildlife	8
food	4
history	4
politics	3
geography	3
social	3
Quebec and Canada	3
differences- Japan and Canada	2
thinking	2
family life	2
other	9

In Round 3, when asked to recount what they had learned about Canada in the past year, most students commented on culture, people, the school system and Canadian lifestyle. Mentioned by slightly fewer than half the students were government, the weather and nature or wildlife. Other students felt that they had learned about food, history, politics, geography, social issues and the relationship between Quebec and the rest of Canada. A small number mentioned learning about differences between Japan and Canada, about Canadian ways of thinking and family life. Other students recounted individual learning experiences. Some, like Student 16, felt that they had learned, "Lots of things, but I can't remember now."

Question: What did you know about Canada when you came here?

At the end of the homestay, when asked to recall what they had known about Canada before coming here seven students mentioned nature. Some knew that Canada was big. A few knew that Canada had cold weather and one of these realized that summer could be hot. Like Student 18 in Round 3, some recalled having little knowledge of Canada. "Actually, I didn't know about Canada. Like I thought it's same country as United States. And Canada has a lots of nature. Yeah. And I had image of Canada, just skiing. Like Banff or, very popular. So, actually I didn't know about Canada." A small number mentioned knowing that it was English speaking country and similar to America except with a system of government involving a queen. Some students admitted to having some

incorrect perceptions of Canada before they lived there. These included thinking that there would be more black people, that people would be friendlier and easier to make friends with, that there would be no social problems, and no acid rain.

4.3.6 Attitudes Towards the Host Country

Table 4.40 What will/do/did you like about living in Canada?

	Round 1	Round 2	Round 3
lifestyle	6	4	17
nature	6	8	3
space	7	3	5
school	2	5	6
weather	4	7	0
sports	0	8	2
food	1	5	4
social	1	5	3
learning	6	1	1
people	5	1	1
entertainment	0	4	0
family	2	1	0
experiential learning	1	1	1
everything	2	1	0
other	1	6	3

Across all rounds students' reasons for liking Canada dealt mostly with lifestyle. They especially liked having more freedom and a more relaxed pace of life, as well as different pastimes than in Japan. In Round 3 Student 16 said, "If you want to get money, just work. If you want to study you just study. If you wanna watch TV, just watch. Freedom." Nature was the next favourite aspect of living in Canada, followed closely by space, both indoors and out.

Table 4.41 What will/do/did you not like about living in Canada?

	Round 1	Round 2	Round 3
weather	1	10	6
lifestyle	3	5	8
transportation	2	4	8
shopping	2	4	3
nothing	6	3	0
small town	0	3	6
environment	3	4	0

Table 4.41, continued

communication	1	2	1
food	2	2	0
safety	1	1	1
other	3	4	4

The thing that students least liked about Canada was the weather. This was especially evident in Round 2, conducted in December.

Even though they generally really liked their Canadian lifestyle, some elements of it such as having to be more independent, walking to school, dealing with a lack of entertainment in rural areas, living with strangers, and worrying about drugs and drinking among Canadian peers were problematic. By the end of the homestay many students disliked the lack of transportation. They agreed that cars were very necessary in Canada. Shopping was also inconvenient for many.

Early in the homestay some students could find nothing they disliked about living in Canada. However, others had concerns. Living in a small town or on a farm was mentioned by more students as time passed. Different environmental conditions such as the use of paper towels in public washrooms, the level of household cleanliness and early darkness in winter were concerns for some students. Difficulties with communication and differences in food and safety also bothered some students.

Table 4.42 What will/do/did you miss about Japan?

	Round 1	Round 2	Round 3
food	7	11	17
family	7	11	15
social	5	11	9
entertainment	1	7	2
shopping	1	3	3
pet	1	2	3
school	0	4	1
city	0	3	2
nothing	4	0	0
weather	0	2	1
environment	0	1	2
other	5	3	6

The most common thing that students missed about Japan was the food. This was closely followed by family, and then social aspects of life such as friends or boyfriends.

Students missed Japanese entertainment in the form of TV, music, comics and books. Several missed the availability of shopping. Others sometimes missed pets, school, city life, the weather or aspects of their living environment in Japan. Other concerns were unique to certain individuals.

Table 4.43 Will you miss Canada? What will you miss about Canada?

	Round 3
yes	17
maybe	1
no	1
What?	
people	17
lifestyle	6
school	6
recreation	6
nature	4
food	3
town	2
other	9

The majority of the students in Round 3 felt that they would miss Canada. They said that they would miss the people the most. Friends and host families were mentioned each by twelve students, and people in general by five. The quieter lifestyle which included more family time, freedom at school, recreation such as camping, watching TV and reading movie magazines, food, nature, and the specific small town lived in would all be missed. "I already miss here", said Student 16.

Table 4.44 How do you feel about leaving Canada? How do you feel about going back to Japan?

	Round 3 leave Canada	Round 3 return to Japan
sad	11	1
want to stay longer	4	0
glad	2	4
excited	2	6
do not want to go	2	3
mixed feelings	3	4
will miss Canada	3	1
too soon	2	0
looking forward	0	7
concerned	0	9

Most of the students were sad to be leaving Canada. Some wanted to stay longer or not go back. Some were excited, glad or looking forward to going back to Japan. Others would miss Canada or felt that the year had gone too fast. Of course there were those with mixed feelings about the homestay coming to an end. "Well, it's confusing me. I can see my family and friends when I go back, but I got family and friends here." (Student 13) Students with concerns about leaving or returning were worried about losing their English, about the pressures of school in Japan, the loss of freedom to come or about the weight they had gained.

Table 4.45 Would you like to come back to Canada? Why?

	Round 3
yes	19
Why?	
friends	9
further education	7
host family	6
learn more English	2
good memories	2
lifestyle	2
other	4

Table 4.46 For how long would you like to come back to Canada?

	Round 3
to visit	9
to live	6
for university	5
for high school	3
other	1

Although most students would return to Canada just for a visit, a good number would like to try to live permanently in Canada or further their education here. Student 08 decided to visit, "Just in summer."

4.3.7 Attitudes Towards the Host People

Question: Do you want to have/have English speaking friends? Why? Does that help you learn English? How?

Across the rounds all students felt that having speaking friends would and did help them to learn English. In Round 2 students found that their friends helped them to learn slang, helped with their school work, and helped them with specific problems in speaking or writing English. In Round 3 students were still learning a lot of slang and other vocabulary and were studying with their friends a lot. More students mentioned having their friends correct their English or asking their friends for help with specific language problems.

The value of having friends to share communication became more important as the homestay progressed. Students appreciated having someone to engage in conversation.

The social aspects of friendship and the idea of sharing culture were not mentioned as often as the linguistic and communication benefits of friendship with English speakers.

Table 4.47 How will you/did you meet people?

	Round 1	Round 2	Round 3
other people	3	13	18
school	1	14	17
join club	9	9	9
community involvement	1	9	14
talk to people	9	0	1
personality	10	0	0
other	4	0	2

At the outset, students expected to meet people by joining clubs, talking to people and by having outgoing or positive personalities.

In fact, students met people mostly through other people, especially their host family, and host relatives and friends. School, school sports, band and other clubs were the next most common source for meeting others. Students also met people increasingly through community involvement such as church, cultural, youth group and volunteer activities. Only one mention was made of meeting people through activities organized by the administering agency.

Table 4.48 Tell me about Canadian people.

	Round 1	Round 2	Round 3
personality			
positive	13	16	14
negative	1	9	6
neutral	0	0	8
self-expression			
positive	8	9	5
negative	0	0	1
lifestyle			
positive	5	1	10
negative	1	1	1
neutral	0	0	1
thinking			
positive	5	1	0
negative	0	0	0
physical/appearance			
positive	4	2	0
negative	0	0	0

In Round 1, students felt very positive about Canadian people. They talked about them mostly in terms of personality. Many students described them as kind or nice, cheerful, friendly, and relaxed. In Round 2 students described both positive and negative aspects of the personalities of Canadians. On the positive side, many students found Canadians to be friendly, kind and nice. Some found them to be helpful, gentle, sociable, cheerful, not shy and open-minded. On the negative side some students found Canadians to be unfriendly or gave other individual negative impressions. In Round 3 descriptions of the personality of Canadians were positive, negative and neutral. On the positive side, Canadians were described by many as friendly, open and kind. Some found them to be active, nice, independent and direct. On the negative side some found that Canadians broke promises easily or were hard to become close to as friends. Others had individual experiences with negative character traits. At this point some students made neutral comments about Canadians stating that they were sometimes good and sometimes not, and that because of the variety of Canadians, it was hard to make any generalizations.

Students in all three rounds mentioned how Canadians express themselves. In Round 1 they found them to be open and to use relaxed speech or informal speech. In Round 2 self expression was described in terms of saying what they thought, showing affection and talking a lot. Again in Round 3 students said Canadians expressed themselves by saying their thoughts aloud and showed quiet pride in being Canadian. The only negative comment about self expression was given in Round 3 by a student

who said that Canadians always sounded like they were fighting when they spoke to each other.

Some students in each round gave their impressions of Canadians by commenting on their lifestyles. Canadians came across positively as sports and nature lovers, but did not seem to be health conscious or to spend much money on clothing. In Round 2, their lifestyle was seen by one student in a negative light as being excessively casual. In Round 3 various positive comments about Canadian lifestyle, especially its emphasis on individuality, were given by students such as this one by Student 11. "They go their own way. Even my host parents, they are like married but they have a different opinion. They have a different -- very different job. And they are helpful each other."

Early in the homestay, students commented on Canadian thinking. They saw Canadians as having their own strong opinions.

Also in the early stages of the homestay, students commented on the physical appearance of Canadians. They perceived them as being bigger and looking older than Japanese people.

In Round 1, four students felt that Canadians were the same as Americans, and two had no significant impression of Canadians. In Round 2, one student felt that Canadians were the same as Americans, but one said that they were not. Three students overall described Canadians in terms of their culture.

Table 4.49 Tell me about Canadian students.

	Round 1	Round 2	Round 3
behavior			
positive	3	9	9
negative	3	4	10
neutral	2	4	4
personality			
positive	13	8	4
negative	0	5	0
neutral	0	1	0
academic/study			
positive	1	1	5
negative	3	2	11
neutral	0	0	3
self-expression			
positive	4	9	4
negative	0	0	0

Table 4.49, continued

physical/appearance			
positive	0	1	0
negative	0	1	0
neutral	3	2	3
other	0	2	0

The most salient characteristic of Canadian students was their behaviour. In Round 1 students were divided over how open they were to foreign students, but agreed that they had a lot of freedom. In Round 2 the actions of Canadian students were seen as mostly positive. Students were described as active and approachable. Negative aspects of their behaviour included smoking, drinking and rudeness. Students making neutral comments found similarities in the behaviour of Japanese and Canadian students. In Round 3 positive comments focused on how active students were, and the freedom they had, including being able to drive cars and enjoy themselves more, while still being responsible for their own learning. They were perceived as being more adult like than peers in Japan. However, there was an increase in the number of negative comments given in this round. Several students mentioned the amount of smoking and drinking, as well as rude or inconsiderate behaviour, such as fighting. One student blamed these behaviours on a lack of appropriate things for young people to do. Neutral commentators equated the actions of Canadian students to those in Japan.

Students were very positive about the personality traits of Canadian students. In Round 1 they were seen as friendly, sociable, upbeat and independent. In Round 2 they continued to come across as friendly, kind and nice. The negative traits encompassed being unfriendly at first or selfish. In Round 3, personality, particularly friendliness, continued to be seen in a positive light, but by fewer students.

In Rounds 1 and 2 most students who commented on academics or study habits felt that Canadians studied less than Japanese students. In Round 3 many more students felt that Japanese students studied more than their Canadian counterparts. They were surprised at the number of students who dropped out of school in Canada or skipped classes, although they were impressed with how much knowledge Canadian students had. Some students explained their surprise at the lack of studying and the dropout rate in Canada by describing their Japanese schools where students are streamed and grouped according to ability and achievement. They had never before come into contact with students who were not motivated to achieve in school.

Canadian students' style of self expression was viewed positively by some. In Round 1 they commented on the Canadians' ability to speak their minds and express their opinions freely even when disagreeing with others.

In Round 2 many students admired their peers' ability to talk in class. In Round 3 expressing opinions was again seen as positive.

Across the rounds students commented on the fact that Canadian students were bigger, more mature looking, and wore makeup and accessories, a practise not allowed at Japanese high schools.

Table 4.50 Tell me about Canadian teachers.

	Round 1	Round 2	Round 3
teaching style			
positive	10	12	13
negative	0	0	3
neutral	0	0	2
student/teacher relationship			
positive	11	13	11
negative	1	0	0
neutral	2	0	0
personality			
positive	6	13	12
negative	0	1	0

Most students' comments focused on teaching style when they spoke about Canadian teachers. These comments were very positive. In Round 1 they appreciated that teachers helped students until they understood and liked having a lot of interaction between the teacher and students. In Round 2 taking extra time with students, giving extra help, listening to questions, explaining things carefully and being casual and flexible were seen as positive characteristics of the teaching style of Canadian teachers. In Round 3 Canadian teachers were again seen as not very strict, and very student-centered in their teaching style.

Students also felt very good about student/teacher relationships in Canada. In Round 1, although teachers waited for students to come to them with their problems, rather than approaching the students, teachers did spend considerable time solving student problems and were very helpful. Students appreciated the personal care and effort that teachers spent helping them to learn and understand. In Round 2 many students concluded that teachers were more like friends who spent time talking to students, caring about them and helping them with their problems. These impressions were restated in Round 3. They noted that teachers in Canada listened to students and tried to understand so students could get to know them. Students could also use less formal language with their Canadian teachers than they did with their Japanese ones.

Overall, students gave positive descriptions of the personalities of their teachers. They painted a picture of friendly, kind and nice people. In the physical sense, students commented on the casual style of dress favoured by Canadian teachers. Individuals found a few individual similarities between certain Japanese and Canadian teachers.

In Rounds 2 and 3 students commented spontaneously on Canadian high school principals in comparison to Japanese ones. They expressed surprise at the visible presence of the principal, the casual dress worn and the large amount of student contact and communication that the principal engaged in.

4.3.8 Attitudes Towards the Host Lifestyle/Culture

Table 4.51 Tell me about Canadian family life.

	Round 1	Round 2	Round 3
inter-relationships	10	11	13
time together	7	9	12
father's role	6	10	5
children's role	4	8	6
emotional	5	6	4
mother's role	3	6	4
physical	3	2	2
other	1	4	2

The most commented on aspect of Canadian family life was that of the inter-relationships between family members. In Round 1 students said that despite the individuality expressed in the family, family bonds in Canada were very strong. In the next round many students were impressed by the large amount of discussion and communication that family members engaged in. In Round 3 the closeness of the family and the amount of communication were mentioned again by several students, as was the parents' ability to shape their children without trying to control them.

Across the rounds students commented that life in Canada was more family-centred than in Japan, because families spent more time together and at a more relaxed pace.

As time passed, more students made observations about the father's role in the Canadian family. They described fathers who came home from work in good time, spent weekends at home, cooked and cleaned. They contrasted this image with that of their fathers in Japan. "And in Canada, Dad is making supper. Not my -- not happen for my Dad...I don't think my Dad is wrong ... I don't think always Canadians are right. Just own is good. My family is also good." (Student 11, Round 3)

Students also found that the role of children in the Canadian family differed from that they had known in Japan. Canadian children and therefore the homestay students themselves had to help the parents more with household chores and do more things for themselves such as making their own lunch. With this independence came increased responsibility. As Student 10 said in Round 3, Canadian children "are more advanced and more independent than me because I never worked so hard to buy something."

Descriptions of the emotional aspects of Canadian family life remained positive over the homestay. It was a comfortable environment where a range of emotions were generally more easily expressed than in their own homes.

Although the role of the Canadian mother was often described as being domestically similar to her Japanese counterpart, some students did comment on mothers being more equal to their husbands and putting in long hours at a job outside the home and thus delegating some domestic chores to other family members.

Table 4.52 Tell me about Canadian schools.

	Round 1	Round 2	Round 3
structure	9	14	16
freedom	7	10	14
class style	5	5	5
emotional climate	2	6	5
rules	2	2	9
social	4	4	3
physical plant	0	5	3
study	2	1	4
other	0	2	1

Differences in the structure of Canadian schools compared to those in Japan were often mentioned. The majority of students mentioned the choice of classes available in Canadian schools. Many commented on having longer classes, shorter breaks between classes, and students having to move to classes instead of teachers moving to classrooms. Some students had never experienced having spare periods, personal lockers, different students in each class, small school populations and small class sizes. Having academic, technical and commercial classes all in one school was also a new experience.

The vast majority of students used the word freedom when describing Canadian schools. They experienced freedom in general as well as freedom from wearing uniforms.

Discussion as an integral component in classrooms in Canadian schools was noted by students across rounds. They also mentioned that there was a lot of general teacher/student interaction and student participation in Canadian schools.

The emotional climate of the schools was generally described in positive terms, although there were individuals who were sometimes scared or worried about drugs or rough, rude students. Students did like the fact that students across grades seemed to be more equal than in Japan where there is a hierarchy of respect imposed on students in lower grades for those in higher grades.

A few comments were made about school rules. Although they found Canadian schools to be less strict than Japanese ones, and it was easier to skip classes in Canada, some students were surprised to find that unlike many schools in Japan, sleeping in class in Canada was not tolerated.

The physical plant of Canadian schools was found to be small by some yet very clean. Studies in Canadian schools seemed less rigourous but more student-centred and process rather than product oriented. Socially, school was an active place with many student couples and was much easier to deal with once the Japanese students had made friends.

4.3.9 Cultural Reflections

Table 4.53 Did you experience any prejudice in Canada? Would you like to tell me about it?

	Round 3
yes	6
no	11
other	2

Most students felt that they did not receive prejudicial treatment. Some felt treated like any other new or shy student so it was their own problem if people did not talk to them. Others felt that problems came up due to their lack of English rather than their race. In some cases students felt that people went out of their way to help once they realized that the Japanese had limited English.

Students who felt that they had received prejudicial treatment could cite specific examples. Two experienced name calling. "I think they were

joking, 'Nip go away'. I can't take joke like that. I think they don't care looks. But they care my English level. If I can speak more English I can be more good friend. Seem like very wall. Two different languages and looks", said Student 09. One girl's male classmates said that they would not want a non-white girlfriend. One student had popcorn thrown at her by junior high school students at a movie and felt it would not have happened if she were a white foreigner. She made a promise to her host father to share such incidents with him and concluded, "But I don't care about that. I just think they really don't know about Japan." (Student 11) Another student who felt resistance from some people decided that it was their problem not hers, but was reluctant to tell other Japanese about this experience in case it frightened them away from Canada. One student overheard some small children say, "'Japanese, I hate Japanese.' Really loud. It's rude." (Student 14)

Three of the six students who described experiences with prejudice attended the same school.

Table 4.54 Do you think that there is prejudice in Japan? Tell me about it.

	Round 3
yes	12
no	3
uncertain	3
other	1

Most students could cite some examples of prejudice in Japan and more mentioned prejudice in Japan than in Canada. Half the students mentioned that prejudice in Japan is most evident against Asians such as the Chinese, Koreans, Vietnamese or Filipinos. "I think Japanese doesn't treat them very nice ... I realized that in here (Canada)", said Student 07. Seven mentioned that white people in Japan are not discriminated against but are almost given special considerations. "We think white people are cool", said Student 10, and others mentioned the special treatment that white exchange students receive at Japanese schools. Before coming to Canada, Student 04 presumed white people spoke English. "I didn't think their feeling. But now I know because I have experience. I think that's very important."

Table 4.55 How do you feel about intercultural friendships, or boy/girl relationships or marriages now?

	Round 3
non-problematic	13
problematic	10
neutral	3

Most students could see both positive and negative aspects of intercultural or as they called them, international relationships. The up-side was that these relationships were seen by many as good or nice. Some felt that they would be interesting or not a problem. On the other hand they could be difficult, in part because of a lack of support for such relationships from Japanese society, parental concerns or the language and cultural differences. "I think it's no problem, but society, yeah, they seem like it's not good to going out with black people and white people. Racial problem. But it's hard to get a boyfriend. Language is a problem." (Student 07) Neutral commentors felt that it depended on the individuals involved.

4.3.10 Re-Entry

Table 4.56 Will you be in the same school when you go back to Japan? Will you be in the same grade when you go back to Japan? How do you feel about this?

	Round 3
Same school?	
yes	13
no (graduate)	4
no (Canada)	3
Same grade?	
yes	9
Feelings	
positive	9
negative	12
mixed	1

Thirteen students planned to return to the same school in Japan. Four would be graduates of their high schools and three hoped to return to Canada for another year of high school. Nine of the thirteen returnees expected to be in the same grade as when they left.

Students had both positive and negative feelings about being placed in the same grade as before upon their return to Japan. On the positive side, it would help many to study for Japanese university entrance, as well as help with their future and to meet new friends. On the negative side of things many felt sad or upset because everyone in their class would be younger and they would have no friends in the same grade because their peers would be a year ahead of them. This mix of emotions was described well by Student 03. "It's kind of sad because I can't graduate with all my friends. Because I entered from junior high school with them and high school with them. I spent five years with them. So I'm pretty sad, but I think about my stupid brain. Maybe I can't follow them because I got one year break, kind of break. And actually I don't remember about classic Japanese at all. And so I have to study again. So I think about it and I think about my future maybe that's better that I do grade 11 again. But it's kind of pretty sad... Pretty mixed emotions."

Table 4.57 Will spending this year in Canada help you or hurt you with school in Japan? How?

	Round 3
Help	18
How?	
language	14
personal development	7
culture	3
social	3
academic/study	2
thinking	1
Hurt	10
How?	
academic/study	9
personal development	2
social	1

Nearly every student felt that their year spent in Canada would help more than hurt their school life in Japan. Many felt that it would be particularly helpful for their general English speaking ability as well as in English class at school. Many felt that the year had a positive influence on their personal development. It made them less shy, more confident, taught them to value their own families more and gave them time to reflect on their lives. It had also been helpful for several to learn about other cultures. Socially it helped them to meet new people. In an academic sense some learned how to study or to ask the teacher more questions. Another learned

new ways of thinking about things. Students who mentioned the negative effects of a year away were mostly concerned about how far behind they would be in their studies and how difficult it would be to adjust to a more rigid study schedule again. In terms of personal development one student felt that it would be hard to adjust to having less freedom and another worried about having become rude. One student expressed concern over the loss of contact with friends now in Japan.

4.4 PERSONAL DEVELOPMENT

4.4.1 Change

Table 4.58 Will you/did you change this year? How? Do you think your friends and family in Japan will notice? How?

	Round 1 prediction	Round 2 perception	Round 2 prediction	Round 3 perception	Round 3 noticeable
yes	15	13	16	18	14
no	0	2	3	1	2
maybe	2	3	0	0	3
other	2	1	0	0	0
How?					
personality	7	9	8	17	9
thinking	13	6	3	3	0
self expression	0	1	3	5	7
language	2	9	4	1	1
behavior	3	7	0	0	1
physically	2	2	1	3	1
maturity	2	1	0	0	2
family relations	0	0	0	5	1
other	1	0	3	2	3

Most students predicted that they would change somewhat in one year, perceived that they had changed as the homestay progressed and predicted that others in Japan would notice these changes.

Although in the early stages of the homestay students predicted that their thinking would change, personality was in fact most often mentioned across rounds. In Round 1 several students predicted that they would become more outgoing. One described becoming Americanized in terms of getting to be more cheerful and relaxed. In Round 2 several students mentioned being less shy and some felt that they were more outgoing. Some predicted becoming even less shy by the end of the homestay. When

reflecting back on the homestay in Round 3, half of the students mentioned that they were less shy and one quarter of them said they were more independent. Some mentioned being stronger and not missing their families as much. Others gave individual examples of positive changes in their personalities and felt that these would be noticed by their family and friends back in Japan. One student's mother had already perceived the student to be less typically Japanese and more internally motivated. Student 11 said, "I'm really proud about myself. I have to keep my Japanese customs and I have to get some Canadian culture." Student 13 mentioned becoming more emotional. The researcher asked, "Will it be okay that you are more emotional?", and the student replied, "Well, I can control myself." Only one student mentioned being concerned about becoming rude.

Students predicted a lot of change in their way of thinking, especially becoming more broadminded. In Round 2 students reported some individual changes in their thinking and predicted more to come. In Round 3 these changes in thinking were described in terms of being able to think like a Canadian.

Starting in Round 2, students discovered and predicted changes in their self expression. By the end of the homestay, many of the students were more talkative and some mentioned being better able to express their opinions. This may have been influenced by their increase in language skills. Some students felt that this improvement would be noticed back in Japan.

For the most part, students spoke of changes in their behaviour in a positive way, including being more sociable. One student envisioned being seen as behaving like a Canadian back in Japan.

A few students were concerned about physical changes in appearance such as weight gain. One of the boys said, "Because earring, necklace. I didn't wear that in Japan. I didn't change my character I think, but looks different. I gained lots."

Some predicted and perceived becoming more mature. Student 18 wanted to continue this process in Japan. "I going to care of self. Like wash my clothes by myself. I'm going to help my mother or I will work part time job. Planning because I need money to come back here."

At the end of the homestay a quarter of the students said that they had come to value their families in Japan more and would treat them accordingly once back home.

4.4.2 Vocation/Life Plan

Table 4.59 Do you have a plan for the future? What is it?

	Round 2	Round 3
yes	16	16
no	3	3
What?		
English job	9	17
translator/interpreter	6	6
attend Canadian university	4	5
attend Japanese university	3	4
travel	2	6
study other languages	1	4
study English	1	2
live in Canada	0	2
other	0	1

When asked about their future plans in Rounds 2 and 3, many students mentioned jobs involving English. Making movies, working in an international company, being a bilingual secretary, English editor, English teacher, lawyer, magazine publisher, teacher of Japanese as a foreign language or jet pilot were all stated in Round 2. In Round 3, working at computer related jobs, or trading companies or being a tour guide or machine designer were added to the list. The most popular job throughout was translator or interpreter.

Table 4.60 Has coming to Canada changed your plans for the future? How?

	Round 2	Round 3
yes	7	14
no	12	5

From Round to 2 to Round 3 the number of students who felt that coming to Canada had changed their plans for the future doubled. They talked about changes in their plans for jobs, further education and for living abroad. Student 11 in Round 3 said, "I can see Japan from Canada. So I can see the Japanese problem."

Table 4.61 Has coming to Canada changed your plan for university? How?

	Round 2	Round 3
yes	11	12
no	8	7
foreign university	5	6
not a foreign university	2	0

Coming to Canada did not change most students' plans about whether or not to attend university, but did help them to narrow their focus of study and where they planned to pursue that study. Some decided between a Japanese institution or a foreign one or felt that they were better suited to a college rather than a university setting.

4.4.3 Feelings

Table 4.62 You will live here for one year/six more months. When you think about living in a foreign culture with English everywhere, how do you feel?

	Round 1	Round 2
positive	16	16
excited	10	1
looking forward	7	0
good	5	15
ready to learn	4	0
comfortable	0	8
negative	14	9
worried	13	0
nervous	10	8
afraid	3	3
uncomfortable	0	4
homesick	2	0

In Rounds 1 and 2 the majority of the students felt positive about their homestay experience. At first, many were excited, looking forward to the year, felt good and were ready to learn. Part way through the homestay, students had settled into feeling comfortable. However, even those who expressed positive feelings continued to have some concerns in Round 2. Originally, many students were worried or generally nervous, with some being afraid or homesick. Five months later their nervousness was contingent on certain situations rather than being a pervasive force. They sometimes felt afraid or uncomfortable.

4.5 PROGRAM

Question: What is/was the best thing about this experience?

Students' responses did not change substantially from Round 2 to Round 3. In Round 3 eleven students cited social contacts as the best aspect of the experience. Another seven said their language learning experience was what they valued most. Other responses were isolated; they included school, the host family, experiential learning, personal development and learning about culture or thinking. Two students were glad for the time that the homestay gave them to reflect on their lives and families back in Japan.

Question: What is/was the worst thing about this experience?

Notably, when students were asked what was worst about the experience four cited the social aspects; they reported having difficulty making and keeping friends. A few students felt bad about missing their Japanese families. Others mentioned problems with their first homestay placement, or conflicts between members of the host family. One student, who was an only child, was placed in a host family with no children.

Some students had academic concerns about being behind their classmates in Japan or having to repeat a grade. One student felt that the worst part of her experience was missing school in Canada when she was between placements arranged by the homestay program.

Four students in total could find no worst experience to relate. Other responses were individual concerns.

Table 4.63 What advice would you give to other students who might want to go on a program like this, for being a homestay student and for learning English?

	Round 2	Round 3
interaction	15	18
attitude	4	7
study/academic	7	3
actions	5	4
language	6	1
other	7	4

The overwhelming response to this question was to encourage other students to interact with Canadians. Students advised putting aside

feelings of shyness to "Talk. Talk to everyone", as Student 15 said in Round 3. The other key piece of advice was to have a relaxed attitude. "Don't afraid to ask. And don't afraid to say I don't know. Don't be shy. Got positive thinking and, but they don't have to like do pretty much work. Like they don't have to do hard -- they don't have to be hard working. Just kind of relaxed but not too relaxed. Between relaxed and hard working. It is pretty hard to find that." (Student 03, Round 3)

There was a noticeable shift in advice from Round 2 to Round 3. Although interaction was strongly suggested as a strategy in Round 2, there were also several suggestions for individual activities such as studying about Canada and learning more English before leaving Japan, and coming to Canada with set goals. These virtually disappeared by Round 3 when nearly all students advised others to initiate interaction by communicating as much as possible with Canadians and by being socially active, and positive in both personality and attitude.

Table 4.64 How do you/did you feel about being the only/not the only Japanese student at your school?

	Round 2	Round 3
More than one		
positive	15	12
negative	10	13
neutral	4	3
The only one		
positive	1	2
negative	0	0

In Round 2, only one student was alone in a Canadian school. Five schools had two Japanese students and two schools had four students each. In Round 3, two students were the only Japanese at their schools. In Round 2 more students felt positive than negative about having other Japanese students in their school. In Round 3, however, there was a slight change in that more students felt that it was not a good idea to place more than one student in a school. Those students who had negative comments felt very strongly about this issue. They felt that their English language development was compromised. Those who experienced being the only Japanese student at their respective schools felt very positive about this. "It's good for me", said Student 08, in Round 2.

Question: How do you/did you feel about living in a rural area/small town?

Well over half the students in Rounds 2 and 3 did not like the inconveniences of living outside a city. Nearly half complained of a lack of

shopping. Several had transportation difficulties, but did not like to rely on others. Some found it hard to meet people or see friends. Two students felt lonely or isolated because they lived on farms. Some students in each round felt that there was a lack of entertainment in smaller communities so it was boring to live there.

Fewer students made positive comments about living in a small town by Round 3. Some agreed with Student 05 in Round 3 who said, "I think for the exchange students it's good because I think it's more safety than the city. But it's hard." Others liked the social aspect of being able to know many people and be known by them. Several students found people to be kinder or friendlier than in the city. Some students did not find themselves inconvenienced by small town life. Transportation and shopping were adequate. The quiet, safe and not so busy environment in a small community was appreciated by several. Two students stated a preference for small town life because they could have pets or felt that it brought families together.

Table 4.65 Did you have enough information about this program?

	Round 3
yes	3
yes, from other source	2
no	12
other	2

Most students felt completely ill-prepared for their homestays. They complained that they were not given the most basic information such as where they would be placed and with whom, what type of weather to expect and what clothing would be necessary for such weather. They were also unaware of the expectations of their host families. They needed more information about the schools they would attend, such as the size of the school and town, and how many other Japanese students would be placed there. Several felt that they should have been warned to learn more English and more about Japan in order to answer questions from Canadians. One asked that students be given enough information about their placements to have realistic expectations, because "If I know about that when I left Japan, that was much better." (Student 04)

Table 4.66 Did the orientation in Edmonton help? How?

	Round 3
yes	14
no	3
other	2

The three week orientation in Edmonton helped fourteen of the students once they arrived in Alberta, but their overall preparation was sorely lacking. The orientation did help students to have fun early in their stay while getting to know the other program participants. They also learned a few things about Canada. Nine students felt that it helped their English, but five made statements to the contrary because there was a lot of Japanese spoken within the group. To help overcome this, "I would suggest why don't they put some Canadian students in there then we can speak, you know some English. We can teach some Japanese", said Student 04.

4.6 SUMMARY

This chapter presents the findings from the listening and speaking tasks and personal interviews of nineteen Japanese homestay students collected over a Canadian school year in an effort to discover what the aural/oral, cross-cultural and personal effects of this experience were.

The following chapter contains a discussion of these findings with regard to conclusions, implications for homestay programs and suggestions for further research.

CHAPTER FIVE: DISCUSSION AND CONCLUSIONS

> I don't know anything about Canada before I come here, so I was like -- I was in a dark room. There's lots of door. They are locked and I don't know which key is best, but if I have some idea; if I can speak English then I can open the door and to know the culture and to know which way should I go or like that. So I think that's like a key to go to have a step. So I need it. (Student 04, Round 3)

5.1 INTRODUCTION

The purpose of this study was to document the development of aural/oral language skills, cross-cultural awareness and the personal development of nineteen Japanese high school students who spent one school year on a homestay program in Alberta. Student 04, quoted above, sums up the overall experience of the group very well. The Japanese students came to Canada with little knowledge of this country or its people, and only minimal skills in English, so they were in the dark. They were motivated to see what lay behind the many doors of opportunity that they knew existed. English became the key to open these doors and it shed light on their experiences in Canada, allowing them to get to know the culture and how they were affected by it personally. They came here motivated to learn and despite difficulties encountered did gain knowledge about themselves as well as the language and culture of Canada, and, rewarded for their efforts, they returned home highly motivated to learn more.

Their learning process was documented by this study. Aural/oral skills were assessed through the analysis and comparison of repeated listening and speaking tasks. Cross-cultural awareness in terms of attitudes towards the English language and its study, and English-speaking Canadians and their lifestyles, as well as any perceived personal development were ascertained through interviews with the students which were repeated three times during the homestay.

This chapter contains a discussion of the results of this study, implications for homestay programs and subsequent recommendations, as well as suggestions for further research. All student quotes in this chapter are from Round 3.

5.2 LANGUAGE DEVELOPMENT

5.2.1 Listening Skills

A two-way repeated measures ANOVA showed that listening skills improved differentially over the three testing sessions. Although responses to all four types of instruction, basic, marked paraphrase and unmarked paraphrase and elaborative detail, improved significantly, the detail instruction scores were significantly lower than the other conditions throughout the rounds. This finding suggests that there was significant improvement that cannot be attributed to familiarity with the task, as a practice effect would have caused all instruction types to improve equally. The homestay experience clearly had a positive effect on listening skills.

5.2.2 Speaking Skills

Students' answers to the question, "What did you do yesterday?", in Rounds 1 and 3 were tape recorded, transcribed and analysed. Development of plural and past tense markers, article use, mean length of utterance (MLU) and the extent of self correction were assessed. Plural and past tense markers, both regular and irregular, showed significant improvement. The use of articles showed no improvement in correct usage although there were more attempts at using articles in Round 3. This indicates destabilization and points to a need for formal instruction to ensure grammatical accuracy in the use of articles. The use of self correction also showed no significant difference over time for the group. This appeared to be an individual difference. Although the group had an accuracy rate of close to 80 percent, there was variability between the students in terms of the use of self-correction. The degree of monitoring appeared not to be related to proficiency, but to the students' own discourse styles. MLU was significantly greater, a finding indicative of increased fluency. The homestay experience had a positive effect on oral language development as measured by the use of plurals, the past tense and mean length of utterance.

5.2.3 Self Rating of Language Skills

The students' self ratings of their listening, speaking, reading and writing skills were consistent and realistic across the three rounds. Their perceived improvement in listening and speaking skills was confirmed by the results of the listening and speaking tasks. Analysis of reading and writing skills was beyond the scope of this study, but students were asked about these skills to help them to reflect on their total language learning experience. During the homestay, students are able to perceive and comment on developments in their general language ability.

5.2.4 Motivation

The majority of the students decided on their own or in conjunction with their parents to come on a homestay program so they were very motivated to be here. Their prime goals were to learn English and to learn about Canadian culture. They did learn about these things as well as some aspects of Canadian life that they did not anticipate. They felt that the best ways to learn something involved interaction with other people and experiential learning. All students wanted to learn more English even at the close of the homestay. They were most interested initially in improving their speaking ability and by the end, expressed an interest in learning more English generally. They came to want to learn more for the sake of learning itself, whereas earlier they had spoken more of enjoyment. Although they felt that the best way to learn something was through interaction with other people they expected to continue their English study back in Japan through formal instruction. Students reported that they had also grown personally, "Like I found myself -- about myself. I learned myself. What kind of person that I am. And actually I was like I was the noisiest person in the school when I was in Japan but I'm not so. I was kind of a little bit shy. And I - - I was pretty afraid to speak with Canadian people in here so, but I pretty much changed now. I have to talk to them. I have to speak. I have to open my mouth. Like I found about myself. I learned about myself." (Student 03)

Students consistently saw advantages to knowing English and as time passed came to see more disadvantages of not knowing English. Student 10 spoke about those who did not know English. "They stuck in just Japanese idea. They don't know - - It's hard for them to get the different point of view. They don't know the fun part of learning English and communication with English speaking people."

Most students were motivated to keep up with their classes by asking the teacher or their friends for help. Throughout the homestay, students were motivated to learn English and expressed a desire to continue their study of English back in Japan through instruction as well as self study. Students' strategies for learning English changed from using memorization to more interactive methods. Back in Japan they felt that they would have difficulty in engaging in interactive means of learning English with native speakers, but did plan to use more culturally oriented pursuits in their study.

5.2.5 Experiential Learning

Through the experience of coming to Canada for a homestay, the students learned English, and through English they learned many other things. "There are lots of things to tell you, but I can't tell you right now. Only thing I can tell you is I'm having fun to live to learn at school and in Canada. Cause I was happy in Japan, but you know there's big difference

between Canada and Japan so you know I'm very glad to know the difference." (Student 04)

Goals for students learning a second language in Canada are similar to those achieved by students who came to Canada to learn English. Language is a key to other learning.

> Learning a language involves acquiring a mode of expression that is used by a different cultural group. Consequently the teaching of a second language is not simply instruction for communicative competence; it also includes aspects of many other disciplines, such as history, geography, linguistics, politics, education, anthropology, sociology, philosophy, religion, literature and the fine arts. Students of a second language must be led toward understanding and adapting to the cultural differences that characterize the people who speak the language being studied. (Alberta Education, 1987, p.1)

5.3 CROSS-CULTURAL AWARENESS

5.3.1 Attitudes to the English Language and Its Study

Despite the difficulties reported, most students liked studying, speaking, listening to, reading and writing English more as the homestay progressed. Enjoyment and learning were the main reasons for liking English. Students enjoyed English entertainment, such as music, radio, movies and TV, with the latter two being most helpful for learning English. Students' favourite school subjects tended to be those that were not language based, while the subjects that were most helpful to their language learning were English and Social Studies. When contrasting their English learning in Canada with that in Japan, the biggest difference noted was that in Japan they studied grammar and memorized, while in Canada they learned how to speak and listen. Learning English as a foreign (EFL) language was very different from learning English as a second language (ESL). "I understand why the students in Japan can't learn English more -- they can't learn the English more perfectly. It's hard because our schools are very big. And just one class -- in one class there are fifty students. So fifty students with just one teacher. It's very hard. So I understand that, but they should try to change the system to learn -- how to learn English. They should try to have more classes which has conversation -- conversation lessons, speaking, listening." (Student 05)

5.3.2 Views on English

At the end of the homestay fewer students agreed with compulsory study and more cited the idea of freedom of choice to support this stand. Freedom of choice is a more North American than Japanese concept, as is being critical of the status quo as Student 13 and others were. "English is a common language, but I don't think they're doing the right way. I mean there is not enough -- I mean most of the teachers are Japanese teachers, right. That's doesn't help students. But I know it's hard to get English speaking teachers, you know. But, yeah, I don't think they're doing right way, but I think we should learn. English is so important for business and tourists and like that. And sometimes I think it's easier to get English speakers in Japan than to be exchange student." (Student 13) This type of criticism of the way English is studied in Japan is consistent with the findings of Kitao (1980) and Moore and Lamie (1992).

In Japan, the needs of the group are placed before those of the individual. Consensus and harmony are highly valued in such a homogeneous society. In Canada, the homestay students recognized the independence and individuality of their Canadian peers, and came to admire and emulate these characteristics. The students' responses to the interview questions increasingly reflected this growth in independence and individuality, even if they did not consciously recognize these changes in themselves.

Students consistently perceived benefits to studying English, believing that it would help them to get a good job in the future. As the homestay progressed more students felt that learning English helped them to understand English-speaking people and their way of life or culture. "I can know the real culture. It's different than what book says." said Student 07. Most students continued to believe that learning English added to their education. "I don't think high mark and good mark is good education. Good education means thinking by myself." (Student 11)

When asked to think back to studying English in Japan, most students felt that English was important for good grades at school or attaining entrance to university. In Japan, "Just, like I can get good company or the university. Just that. So I didn't care about the speaking English or hearing English. Just writing English and good mark -- getting good mark. So I didn't care about that, but right now we can get communication. If I can't speak English it's hard to get communication with other people's countries", said Student 18. In contrast, students felt that English in Canada was important for communication and learning. Instrumental reasons for learning English shifted to integrative and personal ones. This is in keeping with the findings of Gardner and Lambert (1972), Benson (1991) and Chihara and Oller (1978).

5.3.3 Knowledge About Canada

Most students chose to come to Canada on a homestay because of its nature and safety, or out of curiosity about a country that is not well known in Japan. Like Saywell's (1988) Japanese university students, they had learned very little about Canada in school and had limited access to information about Canada. The administering agency in Japan was mentioned by only two students as a source of information about Canada. Students came with a smattering of information about the geography, culture, nature, and tourism. "Well, we just mixed up with Americans. We don't have that much information about Canada", explained Student 10. When they left Canada they felt that they had learned about the culture, the people, the school system and other aspects of Canadian lifestyle. In retrospect, students felt that they had come to Canada with some knowledge about its nature and very little else. Several had misconceptions about what life in Canada and Canadian people would be like.

5.3.4 Attitudes Towards Canada

Students liked Canada, especially the lifestyle. The word freedom was often used when describing what they liked about life in Canada. "Life is freedom. Just a little bit." (Student 09) Students did not like the weather in Canada and had some problems with the lifestyle or inconvenience of rural life. "I don't like living in Canada, but if I lived in the city I would like that -- it. But it's too farm -- country so it's -- I can't go anywhere without car. I have to ask my host mom or dad to take anywhere so I can't -- can't find nice clothes here, but if I live in -- live in the city I went to shopping lots of times." (Student 01) Consistently, students missed Japanese food, their families and their friends. As Student 11 put it, "Food is also culture." When it came time to leave Canada they felt that they would miss the interaction with their friends and host families and the Canadian lifestyle. Like Student 17, many had mixed feelings about leaving Canada for Japan. "I want to go to Japan but I don't want to leave Canada." All the students expressed a desire to return to Canada, some to live, some to visit and some to further their education. In fact, three students did return the next year to attend high schools and live with host families.

5.3.5 Attitudes Towards Canadians

All students made English speaking friends which helped them learn English. However, they projected that they would meet these people through school clubs and by having a positive personality, while in fact most were met through their host families and in classes at school.

Students felt very positive about Canadian people. They described them mainly in terms of their personality. There was a slight increase in

negative comments during Round 2. Behaviour was the most commented upon aspect of Canadian students, who were seen in a positive light, except for some concern about their study habits and pastimes in Round 3. "Some of them study really hard, but some of them don't care.", said Student 07. Student 10 mentioned how busy student life in Japan is, "But compared to Canadian students, like especially in the countryside, they don't have things to do, so they just go out to a party to get drunk and drugs and smoking and compared to that kind of things, we're just lucky to have things to do." Canadian teachers were viewed very positively. Students enjoyed their student-centred teaching style and friendly, positive approach to student/teacher relationships. "In Japan it just doesn't happen. Teacher is just teacher. We don't know their character -- personality, but here we can know them. That's good." (Student 13) In the end most students came to see Canadians as people first. "Good people is good people, but bad people is bad people." (Student 08)

5.3.6 Attitudes Towards Canadian Lifestyle/Culture

Japanese students enjoyed their Canadian family life very much. They commented positively on the open communication and strong relationships within the family as well as the large amounts of time that family members spend together despite their individual differences and independence. They saw family member's roles as being different from those in Japan and had a chance to try out these new roles, and their related increase in freedom, independence and responsibility. "It's very neat to live with a family who is not my real family. I can see many things that I think it's going to help me in the future. I am not saying that my host parents or my friends' host parents, the way how they are educating their kids is good or bad, but I can see how they are giving to the kids the education. I have my opinion like what -- seeing all the things." (Student 05) Like Kaufmann, Martin, and Weaver's (1992) subjects, the students in this study valued the influence of their host families.

Canadian schools were also enjoyed by the students. As time passed they noted more differences in the structure of Canadian schools as compared to Japanese ones and they came to increasingly enjoy the freedom, even "Kind of too much freedom." (Student 12) They compared their Canadian school life to their Japanese one. "Studies are not based on memorizing so much here and teachers teach how to think and say -- make student say their opinion. I think that's better than Japanese way." (Student 10) Many of the differences between North American and Japanese high schools, as described by Rohlen (1983) were mentioned by the homestay students.

5.3.7 Cultural Reflections

One third of the students felt that they had experienced some prejudice in Canada; half of those attended the same school. This is one student's reaction to a prejudicial incident: "Sometimes my looks is no good. I wish I were looks like a Canadian, I have a blonde or white or big eyes or higher nose ... most of Canadians are white." (Student 14) Two thirds of the students felt that there was prejudice in Japan also, mostly against other Asians. "We like foreigners, like white foreigners -- like we like not Chinese. I don't know why but Japanese don't like Asian people." (Student 15) The homestay experience in Canada had made some of them more aware of prejudice in their own country. Students could see both positive and negative aspects of intercultural relationships, and some spoke about this from their own experiences. "I think to have relationship between the friend is okay, but boyfriend or girlfriend is difficult. Their values are very different. For me it was very hard to be a girlfriend for the Canadian. It's different. It's fun. It's very nice experiences. And very nice time to get to know the different culture more. We can get to know more but it's still -- like for me this is the common sense -- basic thing. This is very natural thing, but for him it doesn't make sense." (Student 15)

5.3.8 Re-entry

Those students who would be going back to school in Japan had mixed feelings about the possibility of being placed in the same grade as before and this caused them some anxiety. They realized that although a year in Canada would be very helpful for their English language and personal development, it could hurt their academic standing in Japan. The students had some concerns about re-entry on a social level as well. Some felt that their personalities had changed and that they would be perceived as rude or different from their Japanese peers. These fears are justified by the problems documented by Hoshino (1982) in his discussion of the re-entry adjustments of the *kikokushijo*. Although Student 13 said, "But I think the good things more than bad things", students should be counselled and prepared for what may happen to them when re-entering Japan.

5.3.9 Experiential Learning

The students became aware of the similarities and differences between Canadian and Japanese language, people and culture by experiencing life in Canada. They learned many things. As Bennett (1988) says about cross-cultural experiential learning abroad, "By reflecting on what they experience, by making connections to their knowledge of host country values, attitudes and beliefs, by assessing the contrasts with their own world views, and by later testing out new behaviors, extensive and substantial learning takes place" (p.113). Student 15 said it this way, "Through the life every day, every minute, every time. I've learned a lot."

The students passed through stages of cross-cultural awareness similar to those described by Hanvey (1987). Each individual's growth experience was unique both in pace and awareness level attained.

5.4 PERSONAL DEVELOPMENT

5.4.1 Change

Students predicted and perceived change in themselves as the homestay progressed and predicted that others in Japan would notice these changes. Although students predicted that most change would occur in their thinking, in fact they reported the most on personality change. However, comments throughout the interviews showed that their thinking had undergone change as reflected by their ability to see things from a Canadian perspective and make critical observations about both Japan and Canada, while still maintaining a Japanese identity. "Japan is still Japan, but I am different." (Student 15) Like Student 12, several others came to a new found appreciation for their own families. "Now I could respect my parents and my family too. And like when I lived in Japan, I'm so mean to them. Yeah, I did it. So you know. And my parents, not mean to me but we are no good always. But now I moved here and we -- time passed one year and we kind of to miss each other right now. And I think when I return to Japan I could nice to them -- I can nice to them, and you know, I think I would learn -- I learned how to associate with person. We have to learn that. So like you know university too, like my education stuff too. But you know outside of school more." Others could not yet describe the changes that they felt. "I'm not sure, but I think I'll realize it when I go back to Japan. I don't know in here. Like I don't know, like I don't realize how I've changed." (Student 07)

5.4.2 Vocation/ Life Plan

Many students felt that coming to Canada had changed their future plans. By the end of the homestay many more students planned on getting a job which involved English and although their plans about whether or not to attend university did not change, coming to Canada did help them to narrow their field of study or decide where to pursue that study. "Since I came here I can learn and I can think. That's important." (Student 04) It should be noted, however, that these students' proficiency in English was considerably below the level they will have to achieve to realize their goals.

5.4.3 Feelings

By Christmas the students' negative feelings about living in a foreign culture decreased, although some situations still made them feel nervous or worried. Like the one hundred and six secondary students in Hartung's (1983) study, these students mentioned concern about making friends, telling the host family about problems, using English, getting along with host children of the same sex, knowing when someone was a friend, and seeing students holding and kissing each other. Students also seemed to go through an emotional low point around New Year's when their Japanese families would be celebrating traditional family-oriented customs. However, after a restful Christmas break and a chance for a fresh academic start with new classes in a new semester, their spirits lifted. This follows the U-shaped pattern of culture shock discussed by Damen (1987) and Coelho (1982). If students are aware that this pattern exists and is natural, they may realize that adapting to the new culture is a cyclical experience.

5.5 PROGRAM

The best and worst aspects of the experience had by the students both involved social concerns. Most students could cite positive social experiences with friends and meeting people, but there were those who had difficulty in this area. "I had bad experience and good experience both. It's good to experience. If I have everything -- everything good experience, that's not good experience. Bad, good, both of together that's why it's good experience." (Student 12) However, six students changed host families during the program. This included two students who left the same town.

Advice to other homestay students shifted from internal to external strategies. By the end of the homestay students were strongly encouraged to interact with other Canadians by initiating communication, socializing, not being shy and having a positive personality and attitude. "Talk, talk, talk. Find something own self" advised Student 02. Others spoke of difficulties encountered, but like Student 04, encouraged others to continue because, "If you try harder then the result will come, like better. You know the first time they have to go the very hard way, difficult time. But you know, sometime it will be easier."

As the homestay progressed more students felt that there would have been advantages to being the only Japanese student placed at their schools. Several felt that three or four Japanese students in one small rural school was too many and hindered their language learning. The comments which follow show that students felt very strongly about this: "I think they have a different imagine -- imagine. Maybe they think that they are gonna come, maybe one student -- one school, not three the same school and in the small classroom. That's really bad I think." (Student 05); "It's -- I think it's too

much for one high school. We are not brave enough at first so we stick together so it wasn't so good." (Student 10); "I thought I was here only. Company said it's only you." (Student 12)

Living in a small town or rural area was seen as more problematic and less convenient as the homestay went along. After moving from a very small town to a larger centre Student 04 reported, "It's like hell to heaven. I'm free. And if I feel lonely I can talk to friends. I can see them."

Students expressed having a definite lack of information about the program. They needed to know more about the location and expectations of their schools and host families. Some students left Japan not knowing where or with whom they would be living. This caused anxiety for them. The orientation in Edmonton helped them somewhat, but came too late for some aspects of their preparation and did not give them enough exposure to English. Some information received was incorrect or misleading, for example: "Company's person said that we are going to go to such a big city. Like there's downtown or you can buy anything or like that. They talked like that. Then I went there. Nothing!" (Student 04); "I didn't know my host family is them. I knew it when I was in Edmonton. So that was pretty scary for me." (Student 13)

5.6 IMPLICATIONS FOR HOMESTAY PROGRAMS

Although the homestay was for the most part a positive experience for the students involved, there are implications for the administering agencies to improve the structure and logistics of the programs. Other study abroad research presents a rationale for this.

> The justification for study abroad basically rests on the premise that development occurs when individuals are challenged through culturally diverse experiences. One assumption made about study abroad is that transplanting students from one culture to another provides the culturally diverse experience. This research shows that such an assumption may be false. Placing students in another culture has the potential for being an experience which challenges an individual and helps development, but only if the experience is structured and controlled. (Morgan, 1975, p.214)

5.6.1 Recommendations

Structure and control must be the responsibility of the administering agency, in this case this responsibility was to be shared by CHI and WYS and communicated to the schools the students, the host families. Suggestions to better accommodate these three groups follow.

Schools

Students' aural/oral skills showed improvement throughout the homestay, but perhaps some discrete points of language would have developed more with specific instruction during latter stages of the program. With more specific information about Japanese students and their learning styles and linguistic needs, the schools could be involved in providing some useful supplementary language instruction through existing classes, teachers, peer support teams or even language exchange sessions.

Schools should also be advised that subjects in which students have already mastered the content, for example Mathematics, help students acquire language. They should also be advised which subject areas are a source of enjoyment or social benefit to homestay students and which are considered by the students to be helpful for learning English. This will help them to plan meaningful and well balanced timetables for the students.

Schools with a fairly homogeneous racial and ethnic background would benefit from some efforts to promote tolerance and understanding in Canadian students and staff to avoid or defuse prejudicial incidents. Many intercultural communication materials and workshops are readily available; the schools which take on students for extended homestays should consider ongoing programs in this area.

Students

Students remained positive about the English language and its study during the homestay. However, they should be advised in Japan of various language learning and academic strategies that have been found useful by other students and may be unique to study abroad situations. This information should be available in print form, in both English and Japanese so it could be put to use appropriately in the host country.

Students knew very little about Canada before leaving Japan. Although one of the points of the experience is to learn about Canada, surely some specific advice about weather conditions and realistic clothing requirements, or approximate prices for purchasing such items in Canada, is a necessity. Students should also be provided with some documented information in simple English terms about Japan so they are better able to share their home culture with their hosts.

While in Canada students would benefit from access to someone with international or cross-cultural experience, preferably with Japanese language skills with whom they could share experiences with regard to prejudice, cultural misunderstandings, personal change, feelings of anxiety or the anticipation of re-entry adjustments.

All the students had good advice to pass along to others. Students who have experienced a homestay experience have a wealth of information to share with other candidates and should be encouraged to pass this on in a structured manner. Perhaps an orientation in Japan for new homestay students could be attended by previous participants.

The number of Japanese students placed at one small school is a real concern, as is the welcome that students receive at these schools. Although it may not be practical to place only one student at each participating school, three or four is unfair to the students particularly when they have been told they will not be placed in the same location. They need to develop in their Canadian experience as individuals and not be viewed as one of a group who looks after its own. In a very realistic way the students' language learning opportunities are compromised if they are placed in classes or situations where the option to use Japanese is exercised frequently and their total submersion is limited. Students saw the value of having the support of a Japanese peer, but in retrospect felt that more than one was not necessary or in the end beneficial to them.

Living in such small communities was another problem area. In this instance, rural locations were chosen because the school boards did not demand tuition fees of the foreign students. If a portion of the students' program fees were spent on tuition, this would make schools more accessible, would ease any local concerns about providing free education for foreign students, and still remain within the Mombusho guidelines which state that all or most of the fee from the participants be spent on program operation. At least one school principal indicated that his school would not be involved in such a program again, where there was neither reciprocity of exchange or payment.

If such rural placements were necessary, students should have been better prepared for the realities of small town life. Student 02's observation about Canada was, "Big. Everything big", and though simplistic, the open spaces and lack of population density is a stark contrast to most parts of Japan. A lack of shopping and public transportation are facts of life in small town Canada, but easy access to abundant and efficient amenities is a given in most of Japan. Students were not allowed by the program to drive cars and felt that they were imposing on host families if they asked for rides. This dependence on others for mobility is also uncommon in Japan. Some rural Canadian families make up for these inconveniences by leading active lives which compensate for the transportation problems faced by homestay students. This should be a consideration in choosing host families in isolated areas.

Host Families

Host families would benefit from more written information or orientation to differences in Japanese culture, home life, food and schooling

in order to help them anticipate or deal with difficulties encountered by their charges.

Students stressed the importance of the host family several times. "Don't be afraid. Just talk. Yeah, they will understand if you grammar is wrong. Just talk lots. Involve in the family. Like don't be afraid to talk to family about chores or everything else. I think family is most important." (Student 07) They understood that both the student and the family must learn to accommodate each other. "Host family is really important this program I think. We have to sleeping or study in house or spend together or eating supper together -- everything. So if they can't living together, they think I can't live together any more, they should change. But don't spoiled. Don't selfish." (Student 12) Students were concerned about their placements and the lack of advance notice and information that they had about them. "The company must make sure the host family is good or not. It is make me so worried, so scared." (Student 14)

Students met most people through their host families and relied on them in many aspects of their lives. They also felt that they learned a lot about English, and about Canada and its culture from interaction with other people and social contacts. It is vital that the main people involved in the students' lives, the host families, be selected with the same criteria for structure and control that is necessary for all other aspects of the program. Host families must be selected far enough in advance to provide the hosts and the students with adequate information about each other. This would help to prevent so many host family changes during the year. Of the nineteen students in this study, six changed host families during the year. One of these students was out of school for nearly two months between placements. This no doubt affected her language development and personal well-being.

In sum, a lack of information seemed to be the main problem of this homestay. Students, host families and schools could all have benefited from more communication from the administering agencies both in Canada and in Japan.

5.6.2 Mombusho Guidelines

With reference to the Mombusho guidelines, there were some aspects of this program which did not fully meet with their recommendations. It is not known if the domestic agent, WYS, had a full-time staff, a strong history or sufficient funds, but they did not provide adequate information to prepare the students for their homestay. The local agent, CHI, was a non profit organization, perhaps with sufficient experience and achievements in the U.S., but not as strong in rural Canada. The host families were screened by an application form, but the process would seem to be not rigourous enough as six students, one third of the cohort, changed families during the

homestay. Some mismatches and unforeseen circumstances are inevitable, but this ratio is high. A support system for emergencies may have existed but emotional and adjustment support was not evident. The overseas experience of the local agent and casually hired people in the area seemed negligible and although the experience did prove to be educational, some students expressed concern over how the program fee was spent. Agencies should become familiar with the Mombusho Guidelines and endeavour to supply service which meets or surpasses its suggestions.

5.7 REFLECTIONS OF THE RESEARCHER

This study of language, culture and personal development evolved as it progressed. I am very grateful to the nineteen students who shared their insights with me. The amount of information that they disclosed was far beyond my expectations. Some students shared their experiences with me in letters and journals as well as during the three rounds of interviews and testing. Students wrote of their daily experiences and reflected upon them. They came to anticipate my visits to them and by the final round, some students spoke with me for over three hours. I felt that I came to know them quite well, and even after the end of my data collection many have kept in touch with me. At the end of the last data collection session one student confided that our interviews had helped the students think about many things. I was glad to hear this. Perhaps another factor that helped us to communicate was the fact that during their time spent in Alberta, I lived in Japan. Therefore, some of our linguistic, cultural and personal experiences were like mirror images. Sometimes sharing experiences sheds some light on them and helps us fit the correct keys to the many doors of opportunity and learning.

5.8 SUGGESTIONS FOR FURTHER RESEARCH

The findings of this study have helped to illuminate the effects of the homestay experience on its participants, however further research is needed in the following areas:

1) What is the re-entry experience of the Japanese students?

2) What is the nature of adjustment problems facing returning students?

3) Is there second language retention in the areas of speaking and listening skills once students have returned to Japan and are once more submersed in the Japanese language?

4) What are the characteristics of successful host schools and communities and how should these be selected? How can schools and communities be properly prepared for receiving Japanese students and how should they be supported throughout the homestay?

5) What are the characteristics of successful homestay students and how should they be selected? How can students be properly prepared for spending a year on a homestay program in Canada and how should they be supported throughout the homestay?

6) What are the characteristics of successful host families and how should host families be selected? How can host families be properly prepared for receiving Japanese students and how should they be supported throughout the homestay?

7) As the intent of this research was not to determine correlations or inter-relationships among language learning, cross-cultural awareness and personal development, this also may be an area for further research.

5.9 CONCLUSIONS

Results of this study show that the homestay experience has positive effects on its participants in that their listening and speaking skills show improvement, their cross-cultural awareness increases and they reap significant benefits in terms of personal development. The interactive and social aspects of the homestay are vital to the development of language skills and cross-cultural awareness, and have an influence on personal development, therefore, the people in the homes, the schools and the communities who come in contact with these students are very important.

Homestays are a valuable endeavour, however there appear to be some avoidable problems in their administration. Communication before, during and after the homestay, between all coordinating agencies, schools, host families and students is of the utmost importance. With care and attention administering agencies can achieve the structure and control needed to improve the quality of their service and make the homestay more enjoyable and educational for all those involved.

It is reasonable to conclude that the linguistic, cross-cultural and personal effects of the homestay on its participants make it a worthwhile type of educational program to continue to offer and monitor carefully. Given the right keys, students will open their own doors to opportunity and grow linguistically, culturally and personally in the warm light of learning.

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Appendix A

COMPOSITE INTERVIEW

COMPOSITE INTERVIEW

(1,2,3) = Interview 1,2,3

PROFILE

(1,2,3) What is your name?
(1,3) How old are you?
(1) Where are you from?
(1,2,3) What is the name of your school in Alberta?
(1) How long did you study English in Japan?
(1) Have you ever studied English at a juku?
(1) How long?
(1) Did you study English any other way or at any other place in Japan?
(1) How?
(1) Have you ever visited another English speaking country?
(1) If yes, where?
(1,3) Is it compulsory to study English your school in Japan?
(2,3) What classes are you taking at school in Canada?
(3) Did you have an ESL teacher/tutor/class in Canada?

ENGLISH LANGUAGE DEVELOPMENT

Self Rating Of English Skills (1,2,3)

Please say the phrase which best completes the sentence about you.
(1,2,3) I understand English:

1	2	3	4	5
not at all	a little	fairly well	almost fluently	fluently

(1,2,3) I speak English:

1	2	3	4	5
not at all	a little	fairly well	almost fluently	fluently

(1,2,3) I read English:

1	2	3	4	5
not at all	a little	fairly well	almost fluently	fluently

(1,2,3) I write English:

1	2	3	4	5
not at all	a little	fairly well	almost fluently	fluently

(2,3) Has your English skill changed since August?
(3) Has your English skill changed since December?
(2,3) How? better /the same /worse

Motivation

(2) Whose idea was it for you to try this program?
(1,2,3) What do you want to learn/have you learned/else do you want to learn?
(1,2,3) What is the best way for you to learn something?
(1) Why do you want to learn more English?
(1,3) Do you want to learn more reading/ writing/ speaking/ listening/ everything?
(3) How do you want to learn more English?
(1,2,3) What are the advantages of knowing English?
(1,2,3) What are the disadvantages of not knowing English?

Strategies

(3) How did you manage to keep up with your classes?
(3) Have your strategies or personal ways to learn English changed since you came to Canada?
(3) Will you use new ways to learn English in Japan?

CROSS-CULTURAL AWARENESS

Attitudes Towards the Language and Its Study

(1,2,3) Do you like to study English? Why?
(1,2,3) Do you like to speak English? Why?
(1,2,3) Do you like to listen to English? Why?
(1,2,3) Do you like to read English? Why?
(1,2,3) Do you like to write English? Why?
(1,2,3) Do you like/watch English movies?
(2,3) Does it help you learn English? How?
(2,3) Do you watch English TV?
(2,3) Does it help you learn English? How?

(1,2,3) Do you like/listen to English music?
(2,3) Does it help you learn English? How?
(3) Do you listen to English radio?
(3) Does it help you learn English? How?
(2,3) Which are your favourite subjects at school in Canada?
(2,3) Why?
(2,3) Which class helps you most with your English? Why?
(2,3) Is learning English in Canada different than learning English in Japan? How?
(1,3) Do you agree with compulsory study of English in Japanese high schools? Why?
(1,2,3) Do you think that learning English will help you in the future? How?
(1,2,3) Will knowing English help you understand English speaking people and their way of life or culture? How?
(1,2,3) Will/does knowing English make you a better educated person? How?
(3) Has your idea about what is important about learning English changed since you came to Canada? How?

Knowledge About and Attitudes Towards Canada

(1) Why did you choose Canada?
(1) Did you learn about Canada in school in Japan?
(1) How did you learn about Canada in Japan?
(1) What kinds of things did you learn about Canada in Japan?
(3) What did you learn about Canada this year?
(3) What did you know about Canada when you came here from Japan?
(1,2,3) What will you/do you/did you like about living in Canada?
(1,2,3) What will you /do you/did not like about living in Canada?
(1,2,3) What will you/do you/did you miss about Japan?
(3) Will you miss Canada? What will you miss about Canada?
(3) How do you feel about leaving Canada?
(3) How do you feel about going back to Japan?
(3) Would you like to come back to Canada? Why? For how long?

Attitudes Towards Canadian People

(1) Do you want to have English speaking friends? Why?
(2,3) Do you have English speaking friends?
(2,3) Does that help you learn English? How?
(1,2,3) How will/did you meet people?
(1,2,3) Tell me about Canadian people.
(1,2,3) Tell me about Canadian students.
(1,2,3) Tell me about Canadian teachers.

Attitudes Towards Canadian Lifestyle

(1,2,3) Tell me about Canadian family life.
(1,2,3) Tell me about Canadian schools.

Cultural Reflections

(3) Did you experience any prejudice in Canada? Would you like to tell me about it?
(3) Do you think that there is prejudice in Japan? Examples?
(3) How do you feel about intercultural friendships, or boy/girl relationships or marriages now?

Re-entry

(3) Will you go to the same school as before in Japan?
(3) What grade will you be in back in Japan?
(3) What grade were you in when you left Japan?
(3) How do you feel about this?
(3) Will spending this year in Canada help you or hurt you with school in Japan? How?

PERSONAL DEVELOPMENT

Change

(1,2,3) Will you/did you change this year? How?
(3) Do you think your friends and family in Japan will think you have changed? How?

Vocation/Life Plans

(2,3) Do you have plans for the future? What are they?
(2,3) Has coming to Canada changed your plan for the future?
(2,3) Has coming to Canada changed your plan for university?

Feelings

(1) You will live here for one year/six more months. When you think about living in a foreign culture with English everywhere, how do you feel?

(2) How do you feel now about living in a new culture with a new language?

PROGRAM

(2,3) What is/was the best thing far about this experience?
(2,3) What is/was the worst thing about this experience?
(2,3) What advice would you give to other students who might want to go on a homestay program like this, for being a homestay student and for learning English?
(2,3) How do you/did you feel about being the only/not the only Japanese student at your school?
(2,3) How do/did you feel about living in a rural area/small town?
(3) Did you have enough information about this program?
(3) Did the orientation in Edmonton help?

OTHER

(1,2,3) Is there anything else you would like to tell me?
(1,2,3) Do you have any questions for me?

Appendix B

PERMISSION LETTERS AND FORMS

11507-51 Avenue
Edmonton, Alberta
Canada, T6H 0M3
May 13, 1991

Cultural Homestay Institute
Vancouver, British Columbia

Dear CHI,

Last summer I enjoyed working for you as a homestay teacher/co-ordinator in Edmonton with the group from Kenmei Gakuen of Osaka.

Currently, I am working on my Masters degree in Adult Education at the University of Albera in Edmonton. I am specializing in Teaching English as a Second Language. I will be finishing my coursework this summer and will soon begin my research for my thesis. In this regard, I request to follow the experiences of the long range homestay students in Alberta in the 1991/2 school year. I will be living in Tokyo starting this fall, and will be able to pursue my study both in Japan and Canada.

I propose to research how the homestay experience affects the development English speaking and listening skills, and cross-cultural awareness in Japanese high school aged participants. I would like to interview the students at the outset of their stay, during the year, and again upon their return to Japan. I would also like to interview them six months after they have returned home. The interviews would consist of general questions regarding the students' language learning and cross-cultural experiences. In addition, I would like to measure their English language speaking and listening abilities before and after the homestay experience.

The interviews would be conducted in the Japanese language, while the listening and speaking tests would be standardized tests of English designed for second language learners. Descriptions of these tests are enclosed. The students' permission would be sought and they would have the option to drop out of the study at any time. Scores of individuals would not be released, but group results as well as any other outcomes of the study will be available to you.

I look forward to your response. I believe that homestay progams have great educational and cultural possibilities. I would like to contribute to our knowledge in these areas through this study. Your questions and comments are most welcome.

Sincerely yours,

(Ms.) A. Erin Crealock

11507-51 Avenue
Edmonton, Alberta
Canada T6H 0M3
June 17, 1991

Dear Homestay Students/Parents,

I am conducting a study for my Masters degree in Adult Education at the University of Alberta in Edmonton, Alberta. I wish to determine the effects of the homestay experience on the development of English speaking and listening skills, and cross-cultural awaeness in Japanese high school aged participants.

I would like to interview the students and assess their progress in English throughout 1991 and 1992 in Alberta. I will interview the students at the start of their stay in Alberta, one or two times during the school year, and again six months after their return to Japan. The interviews will consist of general questions regarding the students' language learning and cross-cultural experiences. The students' English speaking and listening abilities will be assessed before and after the homestay experience and again six months after they return to Japan.

The interviews will be conducted in both Japanese and English with an interpreter present. The listening and speaking components of the study will use standardized tests of English designed for second language learners.

I am asking for permission for the students to be involved in this study. Students can drop out of the study at any time. Students do not have to answer any questions that they do not want to answer. Students' names will not be used. Scores of individuals will not be released, but group results of the language tests and a synopsis of the findings from the interviews will be made available. The information gathered in this study will in no way affect the school marks of the homestay students either in Canada or in Japan.

This study is intended to be of benefit to homestay students and programs. It is an opportunity for students to voice their opinions, reflect on their homestay experiences, and recognize the development of their speaking and listening skills in the English language. Results of this study may help homestay programs to better assist Japanese students in learning English and to make their homestay experience more enjoyable.

If you agree to participate in this study/allow your son/daughter to participate in this study, please sign the enclosed permission form and return it in the self-addressed envelope.

Thank you very much for considering this matter.

Sincerely,

(Ms.) A. Erin Crealock

PERMISSION FORM

I agree to participate/allow my son/daughter to participate in this study.

I understand that I/the student may drop out of the study at any time, that I do not have to answer any questions that I do not want to, that my/the students's name will not be used in the study, and that the results of this study will not in any way affect the student's/my grades in Canada or in Japan. I understand that results of this study will be anonymous and confidential.

DATE_____ SIGNATURE_____